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ABSTRACT

Nineteen lesson plans on selling are presented in this performance-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; pre-assessment instrument (essay test and answer key), and unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e.g., transparency masters). Lesson plan topics include the business cycle, sales persons characteristics, sales ethics, steps of a sale, customer psychology, salesperson - customer interaction; closing a sale, case studies, and career opportunities. The unit also contains a post-assessment related to the enabling objectives and a unit evaluation (student performs actual sales demonstration - rating sheet included). (CT)

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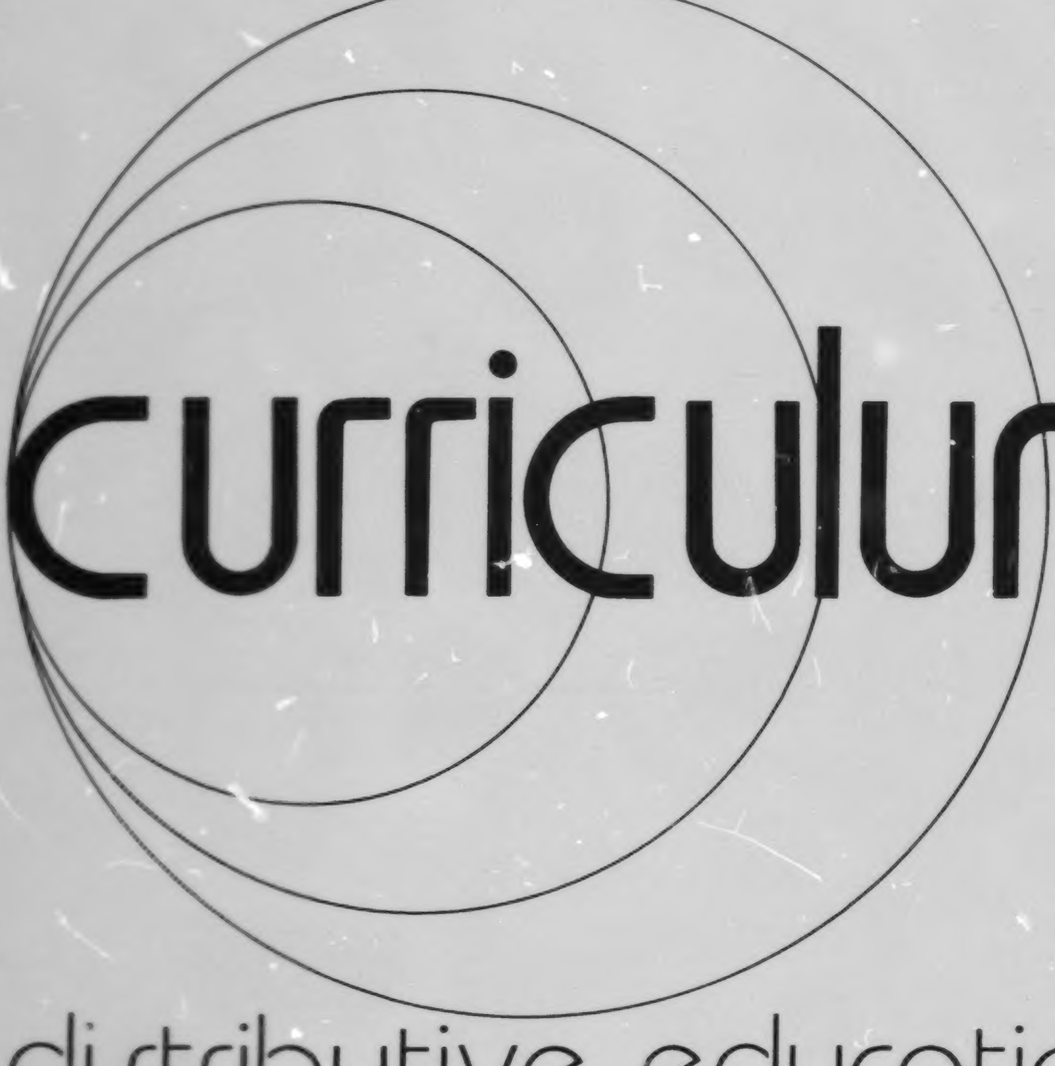
Selling



curriculum

distributive education

INSTRUCTIONAL
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10 INDUSTRIAL EDUCATION BUILDING
UNIVERSITY OF MISSOURI-COLUMBIA

SELLING

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LESSON PLAN FORMAT

Introduction and Objectives	Blue
Unit Outline	White
Pre Assessment	Buff
Pre Assessment Key	Grey
Lesson Plans	Yellow
Information Sheets	Pink
Assignment Sheets	Green
Transparency Masters	White
Key and Answer Sheets	Grey
Teacher Reference Sheets	Blue
Optional Activities and Bibliography	White
Post Assessment	Buff
Post Assessment Key	Grey
Unit Evaluation	Buff

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SELLING

INTRODUCTION

What is Selling?

Personal selling has been defined as personal, persuasive communication that assists customers in buying those products or services which will fulfill their wants, needs, and/or desires.

What Makes an Outstanding Salesperson?

There is often little difference between the ordinary salesperson and the outstanding salesperson. The ordinary salesperson knows how to approach the customer, present the merchandise and close the sale, but it takes more. The "little more" is what makes the ordinary salesperson into the highly successful salesperson.

There are several steps involved in becoming an outstanding salesperson. The highly motivated and mature individual will need to work more hours and take greater risks; but in our society, only the successful business people take these steps.

This unit will enable the student to develop a "selling personality." This "personality" will give the student the ability to be successful in the selling profession.

SELLING

OBJECTIVES

Terminal Objective:

7.00 The student will be able to develop a "selling personality" and recognize the buying motives. He or she will demonstrate how to use a suitable approach, determine the customers' needs, use product information, interpret features and benefits in the demonstration, overcome objections, close a sale and use suggestive selling.

Enabling Objectives: After completion of this unit the students will be able to:

7.01 Describe how selling serves the customer, society and the economy.

7.02 Give examples of attributes needed to be a good salesperson, such as attitude, appearance and aptitude.

7.03 Differentiate between ethical and unethical practices in selling.

7.04 Explain the basic steps of a retail sale.

7.05 Describe the customer's psychological steps of a sale.

7.06 Identify the various buying motives, how these affect the customer psychologically and how the salesperson can respond.

7.07 Describe how a customer's first impression of the salesperson and the store affects the total selling process.

7.08 Describe various approaches to be used in a sales presentation.

7.09 Demonstrate approaches in a given situation.

7.10 Identify sources of product information.

7.11 Use product information in selling.

7.12 Explain why product information is important for the salesperson.

7.13 Distinguish between "brand names" and "private names."

7.14 List apparent and hidden features of a product.

7.15 Turn selling features into customer benefits.

7.16 Describe how to determine the customer's needs and wants.

7.17 Identify techniques for trading up.

7.18 Give examples of how the salesperson can show goods effectively.

7.19 Give examples of how to involve customers in a presentation.

7.20 List several types of visual aids that a salesperson can use in a presentation.

7.21 Differentiate between the two types of sale resistance--sincere objections and making excuses.

7.22 Describe methods to overcome customer objections.

7.23 List anticipated objections and develop methods of handling these objections for a particular product.

7.24 Overcome a customer's objection in a given situation.

7.25 Identify various "buying signals" that indicate the customer is ready to buy.

7.26 Describe specific techniques for closing the sale.

7.27 Prepare several trial closes and a final close for a product.

7.28 Demonstrate how to close a sale.

7.29 Give examples of when and how to suggest additional merchandise.

7.30 Demonstrate suggestion selling techniques in a given situation.

7.31 Describe substitute selling and situations where it may be used.

7.32 Give examples of methods to build goodwill in selling.

7.33 Identify career opportunities available within the sales field.

SELLING

UNIT OUTLINE

I. Time for the unit: Twenty-four 55 minute class periods

II. Materials

- A. Introduction
- B. Objectives
- C. Lesson Plan 1
    - 1. Pre-assessment
    - 2. Pre-assessment Key
    - 3. Information Sheets
        - a. 1.01: Contributions of Selling
        - b. 1.02: The Effect of Selling on Our Economy
    - 4. Transparency Master TM 1.01: The Business Cycle
- D. Lesson Plan 2
    - 1. Information Sheets
        - a. 2.01: Characteristics Found in a Good Salesperson
        - b. 2.02: Employer Expectations of a Salesperson
        - c. 2.03: Grooming
        - d. 2.04: Know Yourself
        - e. 2.05: Sales Characteristics that Customers Appreciate
    - 2. Assignment Sheet 2.01: Duties In and Around a Business
- E. Lesson Plan 3
    - 1. Information Sheets
        - a. 3.01: Ethics
        - b. 3.02: Ethical Relations for Competitive Firms
        - c. 3.03: Business Ethics in Employer-Employee Relations
        - d. 3.04: Ethics in Selling

F. Lesson Plan 4

   1. Information Sheets

      a. 4.01: Sequential Steps of a Typical Sale
      b. 4.02: A Customer's Psychological Steps of a Sale

   2. Transparency Masters

      a. 4.01: Steps in Selling
      b. 4.02: Customer's Psychological Steps of a Sale

G. Lesson Plan 5

   1. Information Sheets

      a. 5.01: Buying Motives
      b. 5.02: Selective Buying Motives
      c. 5.03: Patronage Buying Motives
      d. 5.04: Buying Motives - Rational and Emotional
      e. 5.05: Characteristics of Buying Motives

H. Lesson Plan 6

   1. Information Sheets

      a. 6.01: Making a Favorable First Impression
      b. 6.02: Approach
      c. 6.03: The Successful Approach
      d. 6.04: Favorable and Unfavorable Impressions
      e. 6.05: Switch to Something Different

   2. Transparency Masters 6.01 through 6.07: Optional

I. Lesson Plan 7

   1. Information Sheets

      a. 7.01: Where to Locate Information on a Product
      b. 7.02: Merchandise Selling Factors

   2. Assignment Sheet 7.01: Merchandise Information

   3. Transparency Masters

      a. 7.01: Who Will Use the Products?
      b. 7.02: What Do Customers Need and Want From the Product?
      c. 7.03: What Price Should the Customer Pay?
      d. 7.04: When Should the Customer Buy?
      e. 7.05: What Features May be Bought?
      f. 7.06: How Should the Item be Used?
      g. 7.07: How Should the Item be Cared For?
      h. 7.08: Something to Crow About
      i. 7.09: Merchandise Approach
      j. 7.10: How to Use Merchandise Information

J. Lesson Plan 8

    1. Information Sheet 8.01: Brand and Private Names

    2. Assignment Sheets

        a. 8.01: Product Information - Survey Sheet
        b. 8.02: Product Information
        c. 8.03: Selling Features and Customer Benefits

    3. Transparency Masters

        a. 8.01: What Information Should You Know?
        b. 8.02: Selling Features
        c. 8.03: Customer Benefits
        d. 8.04: Translate Selling Features Into Customer Benefits

K. Lesson Plan 9

    1. Information Sheets

        a. 9.01: Determining Needs
        b. 9.02: Case Problem
        c. 9.03: Trading Up - Definition and Techniques

    2. Assignment Sheet 9.01: Case Problem

    3. Transparency Masters

        a. 9.01: Size Up the Customer
        b. 9.02: Go Slow, Determine Needs
        c. 9.03: Load Up to Determine Customer Needs

L. Lesson Plan 10

    1. Information Sheets

        a. 10.01: The Steps of a Product Demonstration
        b. 10.02: Prospect Participation
        c. 10.03: The Use of Visual Aids in a Sales Demonstration

    2. Assignment Sheet 10.01: A Field Sales Demonstration Observation

M. Lesson Plan 11

    1. Information Sheets

        a. 11.01: Objections
        b. 11.02: Excuses

N. Lesson Plan 12

    1. Information Sheets

        a. 12.01: Four Types of Objections
        b. 12.02: Handling Objections

    2. Assignment Sheet 12.01: Customer Objections

O. Lesson Plan 13

    1. Information Sheets

        a. 13.01: Closing the Sale
        b. 13.02: Buying Examples
        c. 13.03: When to Close the Sale

P. Lesson Plan 14

    1. Information Sheet 14.01: Trial Closing

    2. Assignment Sheet 14.01: Closing Statements

Q. Lesson Plan 15

    1. Information Sheets

        a. 15.01: Suggestion Selling
        b. 15.02: Suggestion Selling Examples

    2. Assignment Sheets

        a. 15.01: Suggesting Complementary Items
        b. 15.02: Case Problems

    3. Transparency Masters

        a. 15.01: How Not to Suggest
        b. 15.02: How to Suggest Additional Merchandise
        c. 15.03: Show and Demonstrate the Article--Give Your Reason Ahead of the Suggestion

R. Lesson Plan 16

    1. Information Sheets

        a. 16.01: Role Playing in Substitute Selling
        b. 16.02: Goodwill

    2. Transparency Master 16.01: Substitute Selling

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S. Lesson Plan 17

    1. Information Sheet 17.01: USOE Codes
    2. Information Sheet 17.02: Dictionary of Occupational Titles
    3. Assignment Sheet 17.01: Field Interview - Sales Occupation
    4. Assignment Sheet 17.02: Sales-Oriented Occupations

T. Lesson Plan 18

    1. Post-Assessment
    2. Post-Assessment Key

U. Lesson Plan 19

    1. Unit Evaluation

SELLING

LESSON PLAN #1

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

7.01 Describe how selling serves the customer, society and the economy.

Resources:

1. Pre-assessment
2. Pre-assessment Key
3. Information Sheet 1.01 - Contributions of Selling
4. Information Sheet 1.02 - The Effect of Selling on Our Economy
5. Transparency Master 1.01 - The Business Cycle

Teacher Activities:

1. Give Pre-assessment.

2. Distribute Information Sheets 1.01 - Contributions of Selling and 1.02 - The Effect of Selling on Our Economy.

3. Have students read Information Sheets 1.01 and 1.02.

4. Explain Transparency Master 1.01 - The Business Cycle.

5. Have students divide up into groups and discuss each question on Information Sheet 1.02.

6. Summarize day's activities.

Student Activities:

1. Take Pre-assessment.
2. Read and discuss Information Sheets 1.01 and 1.02, and Transparency 1.01.
3. Fill in discussion questions on Information Sheet 1.02 with a group.

Additional Activities:

1. *LAPS - Selling LAP #2;* Competency 923 - Form #3, p. 5.
2. *Fundamentals of Selling,* Wingate-Nolan, 9th Edition - Read pp. 10-25.
3. *Salesmanship Fundamentals,* Ernest-DaVall, 3rd Edition - Read pp. 1-5.

SELLING

PRE-ASSESSMENT

Directions: Select a product of your choice. List and explain five customer benefits which would result from the selling process. These benefits are to be those received from the sales presentation, not the product.

Product ____

1.

2.

3.

4.

5.

Explain in writing your feelings concerning, "Why is selling important to our economy?"; your answers should contain:

1. Importance of selling in terms of money to the economy.
2. Selling's effect on employment.
3. Selling's effect on the standard of living.

SELLING

PRE-ASSESSMENT KEY

Benefits

1. Knowledge of the features of a product
2. Understanding of the benefits of the product
3. How to use the product
4. Understanding how to care for the product
5. Feeling of emotional gain by buying the product

Economy

Answers will vary according to the student's personal convictions. A positive conviction would indicate that selling is important to the economy. Evidence of this importance is noted through the multiplier concept of a sales transaction. Each sale results in more money for an economy, which in turn results in more jobs for customers, which in turn will mean more spending power for consumers, which creates the attractive climate for another sales transaction.

INFORMATION SHEET 1.01

Contributions of Selling

Selling creates demand both for an existing product and for products not yet known. A product does not have to be limited to a manufactured item; it could be an idea or even a state of being. For example, even the "American way of life" has been and continues to be sold to those who enjoy it. The purchase price of any product is whatever the buyer is willing to sacrifice to possess the product, be it money, service or even extreme hardship.

1. Selling stimulates the buyer to demand new products.
2. Selling assists in instructing buyers on how to utilize new products.
3. Selling informs the buyer as to how to utilize old products more effectively.
4. Selling assists in fulfilling the buyer's needs.
5. Selling stimulates new ideas.
6. Selling assists the buyer in taking affirmative action.

Selling Raises the Standard of Living

Whenever anything is produced in mass it usually becomes more economical than when it is produced singly. Because of this lowered cost the buyer has more money to spend on other products or activities.

1. Selling stimulates mass production, lowering prices and resulting in more available capital.
2. Selling increases the number of jobs.
3. Selling increases the standard of living.

INFORMATION SHEET 1.02

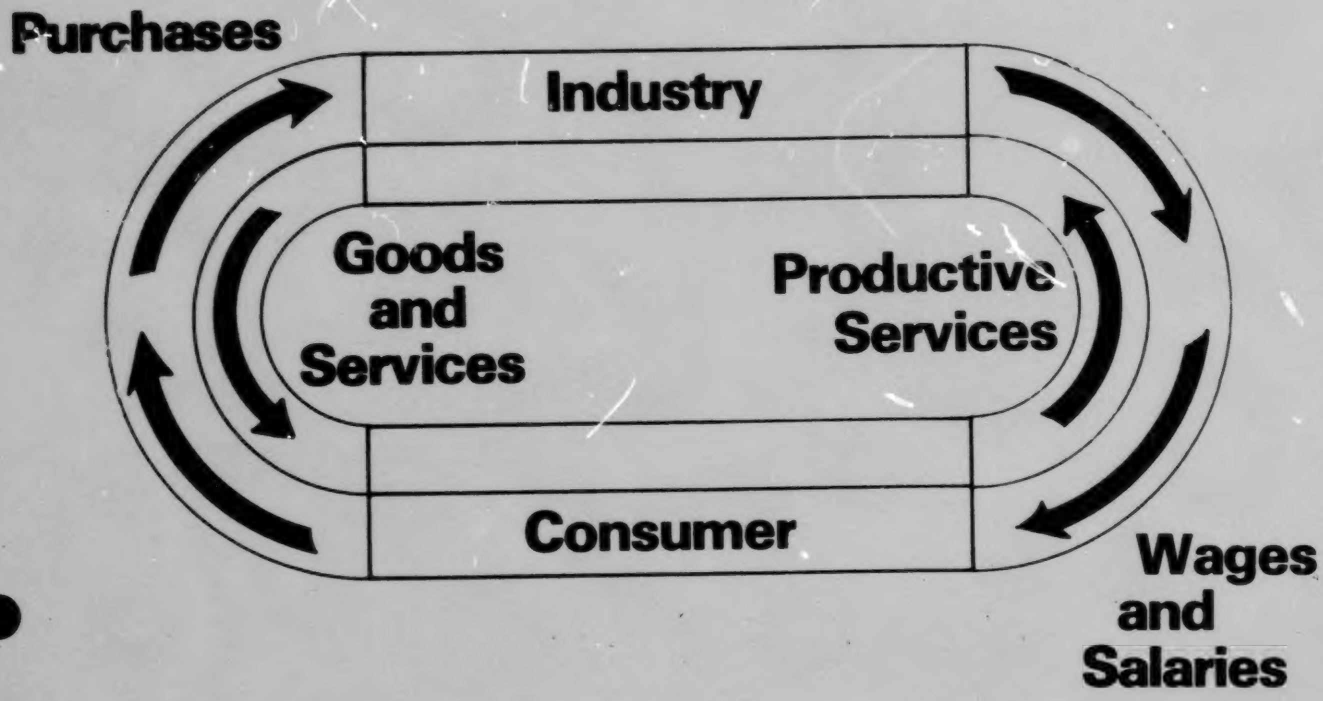
The Effect of Selling On Our Economy

A Guide for Group Discussion:

1. How many people does our retailing community employ?
2. In addition to selling, what other kinds of jobs are supported by retailers?
3. Will personal selling eventually be omitted from retailing? Do you think department stores will become self-service?
4. When do store managers require additional members of their selling staff?
5. Discuss how each of us uses salesmanship regardless of our individual occupational duties?
6. In what way does selling indirectly supplement the services of the government?

TM 1.01

THE BUSINESS CYCLE


Purchases
Industry
Goods and Services
Productive Services
Consumer
Wages and Salaries

When consumer makes a purchase, industry produces more and pays more wages and salaries (jobs).

This gives the consumer more money with which to make more purchases, enabling industry to pay more wages and salaries . . . etc.

The KEY is to get the consumer to purchase.

WHO DOES THIS?

SELLING

LESSON PLAN #2

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

7.02 Give examples of attributes needed to be a good salesperson, such as attitude, appearance and aptitude.

Resources:

1. Information Sheet 2.01 - Characteristics Found in a Good Salesperson
2. Information Sheet 2.02 - Employer Expectations of a Salesperson
3. Information Sheet 2.03 - Grooming
4. Information Sheet 2.04 - Know Yourself
5. Information Sheet 2.05 - Sales Characteristics that Customers Appreciate
6. Assignment Sheet 2.01 - Duties In and Around a Business

Teacher Activities:

1. Distribute Information Sheets 2.01 - Characteristics Found in a Good Salesperson, 2.02 - Employer Expectations of a Salesperson, 2.03 - Grooming, 2.04 - Know Yourself and 2.05 - Sales Characteristics that Customers Appreciate.

2. Discuss Information Sheets 2.01, 2.02, 2.03, 2.04 and 2.05.

3. Discuss Assignment Sheet 2.01 - Duties In and Around a Business.

4. Develop a list in class of attributes which a good salesperson would have.

5. Summarize day's activities.

Student Activities:

1. Read and discuss Information Sheets 2.01, 2.02, 2.03, 2.04 and 2.05.
2. Complete Assignment Sheet 2.01.

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Additional Activities:

1. *Fundamentals of Selling*, 9th Edition - Read pp. 70-76.
2. *Selling Fundamentals*, 3rd Edition - Read pp. 65-101.
3. Invite a representative from a local clothing store to speak on "How to Look Your Best on a Limited Budget."
4. Invite a cosmetic salesperson to discuss how to apply makeup.

SELLING

INFORMATION SHEET 2.01

Characteristics Found in a Good Salesperson

1. Helpful and cooperative--puts the customer first and his or her own convenience last
2. Interested--shows genuine interest in all aspects of the job, especially in the customer
3. Friendly--enjoys meeting and being with people
4. Tolerant--is able to respect ideas and beliefs that differ from his or her own
5. Clean--is well-groomed; therefore is confident and makes a favorable first impression

SELLING

INFORMATION SHEET 2.02

Employer Expectations of a Salesperson

1. Pleasant attitude
2. Energy and willingness to work
3. Politeness
4. Math ability and accuracy--able to do all calculations with skill and precision
5. Initiative
6. Friendliness
7. Reliability--willing to do your job whenever you are called on
8. Preparedness--selling demands clear and speedy decision-making
9. Accuracy
10. Cooperativeness
11. Good decision-making
12. Pride in yourself--how you look, act, feel
13. Tactfulness
14. Integrity
15. Creativity--using new ideas to solve problems
16. Sincere interest in others
17. Ability to laugh
18. Determination
19. Trustworthiness
20. Ability to control actions, feelings
21. Empathy--the ability to feel the concerns of others

22. Ability to state clearly the selling facts--known as "sales sense"

23. Ability to remember things--here are a few helpful hints in improving your ability to remember.

    a. Concentrate many times on the thing you want to store in your memory.

    b. Make associations with the thing(s) you want to remember. For example, if you want to remember sale prices of different items, make a conscious effort to connect the price to the item it is assigned to and give yourself an order to remember the items in, such as alphabetical, increasing price, etc.

    c. Be interested in what you are trying to remember. Your mind has a harder time remembering things when you are not interested.

    d. Be able to distinguish between important and unimportant things so that your mind is not cluttered when you need to remember something.

INFORMATION SHEET 2.03

Grooming

Definition of grooming: Cleaning and caring for your person and maintaining an attractive appearance.

Very few professions outweigh the selling profession in the import it attributes to physical appearance. The professional salesperson is constantly on display before customers, prospective customers and individuals with whom he or she is competing. Salespeople represent their company and their image is the image that the customer remembers. A well-groomed salesperson is a vital factor in whether or not a customer becomes a returning customer.

Good Grooming Rules

MEN:

Wear clean, well-pressed shirts.
Keep clothing in good repair.
Wear well-fitting trousers.
Avoid extremely loud-colored clothing except where store policy permits.
Keep your hair trimmed and combed.
Shave daily.
Wear coats and ties on the selling floor, unless your employer specifies otherwise.

WOMEN:

Be conservative in applying makeup. Aim for the "natural look."
Touch-up nail polish daily. Wear clear polish or a color that complements your clothing.
Use perfume if desired but just a little.
Dress according to store regulations. Avoid fabrics that are see-through or made of lace.
Avoid clothing or shoes designed for evening or formal occasions.
Wear jewelry if it complements your outfit but not to the extent that it is gaudy.

MEN AND WOMEN:

Make sure your hands are clean and nails manicured at all times.
Keep your shoes polished and repaired.
Brush your teeth twice daily and use a mouthwash or substitute.
Shower daily and use antiperspirants as often as necessary.
Cleanliness is an essential part of being well-groomed.

INFORMATION SHEET 2.04

Know Yourself

A person's self-esteem can never be measured on an absolute scale. Complete the self-test as honestly as possible. There are no right or wrong answers to the questions.

1. If I could change myself, I would be:

____a. Exactly as I am
____b. About the same
____c. Slight changes
____d. Many changes
____e. Completely different

2. If I could change some of the characteristics of my face, I would make:

____a. No change
____b. One change
____c. Two changes
____d. Three changes
____e. Four changes

3. In pictures, I am:

____a. Very photogenic
____b. Fairly photogenic
____c. Average
____d. Bad
____e. Terrible

4. I dress:

____a. Very sharp
____b. Quite well
____c. Average
____d. Below average
____e. Sloppy

5. My looks are:

____a. Very attractive
____b. Fairly attractive
____c. Average
____d. OK
____e. Unattractive

6. My hair is:

____ a. Always neat
____ b. Usually neat
____ c. Average
____ d. Usually unkempt
____ e. Unkempt

7. My personality is:

____ a. Super interesting
____ b. Quite interesting
____ c. Average
____ d. OK
____ e. Boring

8. My body is:

____ a. The best
____ b. Attractive
____ c. Average
____ d. OK
____ e. Unattractive

9. I usually make a:

____ a. Very good impression
____ b. Fair impression
____ c. Average impression
____ d. No impression
____ e. Negative impression

10. My nose is:

____ a. Attractive
____ b. Fairly well-shaped
____ c. Average
____ d. Lacking
____ e. Ugly

11. In a bathing suit, I feel:

____ a. Very comfortable
____ b. Fairly comfortable
____ c. Average
____ d. Uncomfortable
____ e. Very uncomfortable

12. When I meet people, they:

____a. Like me very much
____b. Like me well enough
____c. Have an average impression
____d. Have no impression
____e. Dislike me

13. As I grow older, I get:

____a. More attractive
____b. Fairly attractive
____c. Same
____d. Less attractive
____e. Unattractive

14. When I enter a new class, I usually sit:

____a. In the front
____b. Close to the front
____c. In any open seat
____d. Near the back
____e. In the back

15. Most of my friends are:

____a. Very attractive
____b. Fairly attractive
____c. Average-looking
____d. Unattractive
____e. Ugly

16. I brush my teeth:

____a. After every meal
____b. Twice daily
____c. Daily
____d. Weekly
____e. Seldom

17. In terms of male/female, I:

____a. Like myself as I am
____b. Like my sex
____c. Am not sure
____d. Dislike myself
____e. Prefer a different sex

18. When I date, I feel:

____a. Very comfortable
____b. Fairly comfortable
____c. No definite tendency
____d. Uncomfortable
____e. Panic

19. With the opposite sex, I get along:

____a. Very well
____b. Fairly well
____c. OK
____d. Not very well
____e. Poorly

20. In terms of maturity, I am:

____a. Very mature
____b. Mature
____c. Average for my age
____d. Below average
____e. Immature

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INFORMATION SHEET 2.05

Sales Characteristics that Customers Appreciate

1. Honesty--you must be honest in assisting the customer. This is much appreciated and will win repeat business.

2. Sincerity--people easily spot a phony; you must have the customer's best interest in mind. Never exaggerate or deceive.

3. Courtesy and Consideration--treat the customer with genuine courtesy and respect. Failure here will result in loss.

4. Enthusiasm--you must genuinely like people and selling. This is a powerful sales tool. Enthusiasm is contagious.

5. Cooperation and Cheerfulness--this atmosphere of friendliness goes a long way in getting the customer to accept you and your products.

6. Poise--be in control of yourself and your emotions.

7. Tact--you should have a keen sense of what to do or say in order to maintain good relations with others or avoid offenses.

8. Genuine interest--this will help you in personal relationships as well as sales success. Ideas on how to show interest include:

   a. Talk about other people's interests.
   b. Be able to listen to others.
   c. Get others' points of view.
   d. Use the other person's name.
   e. Don't argue.
   f. Thank customers for buying or for their time if they don't buy.
   g. Observe all the eight points above.

SELLING

ASSIGNMENT SHEET 2.01

Duties In and Around a Business

The following evaluation is to find out what you know about the duties performed in a business. All are housekeeping duties and there are no "right" or "wrong" answers. Use the following code to mark your answers. K/A means that you know how to perform the duty; D/A means that you do not.

K/A	D/A		
___	___	1.	Washing the display equipment exterior
___	___	2.	Mirror cleaning
___	___	3.	Scale cleaning
___	___	4.	Dusting
___	___	5.	Usage of furniture polish
___	___	6.	Floor cleaning
___	___	7.	Carpet cleaning
___	___	8.	Floor waxing
___	___	9.	Floor mopping
___	___	10.	Wax removal
___	___	11.	How to use a vacuum cleaner
___	___	12.	Window washing
___	___	13.	Sorting of merchanidse into sizes
___	___	14.	Sorting of merchandise into colors
___	___	15.	Sorting of merchandise into styles
___	___	16.	Use of water and ammonia
___	___	17.	Operation and use of a floor buffer
___	___	18.	Merchandise packaging and repackaging

K/A	D/A	
___	___	19. Proper use of a dusting cloth
___	___	20. Proper use of a feather duster
___	___	21. The proper place for trash
___	___	22. Waxing of metal displays
___	___	23. Need to use soap and water
___	___	24. Merchandise repairs
___	___	25. Covering and uncovering merchandise
___	___	26. The watering of merchandise
___	___	27. "Facing" an aisle
___	___	28. Use of scrapers without damaging equipment
___	___	29. Stocking from the rear
___	___	30. Removing and replacing hand towels
___	___	31. Location of cleaning supplies
___	___	32. Proper stacking of merchandise
___	___	33. Proper use of stock dividers
___	___	34. Storage of damaged merchandise
___	___	35. Location for lost and found items
___	___	36. When to remove old, outdated items
___	___	37. Clean-up around the cash register
___	___	38. Storage of display props
___	___	39. Mass display stocking

SELLING

LESSON PLAN #3

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

7.03 Differentiate between ethical and unethical practices in selling.

Resources:

1. Information Sheet 3.01 - Ethics
2. Information Sheet 3.02 - Ethical Relations for Competitive Firms
3. Information Sheet 3.03 - Business Ethics in Employer-Employee Relations
4. Information Sheet 3.04 - Ethics in Selling

Teacher Activities:

1. Distribute Information Sheets 3.01 - Ethics, 3.02 - Ethical Relations for Competitive Firms and 3.03 - Business Ethics in Employer-Employee Relations.

2. Distribute Information Sheet 3.04 - Ethics in Selling; discuss.

3. Summarize day's activities.

Student Activities:

1. Read and discuss Information Sheets 3.01 - Ethics, 3.02 - Ethical Relations for Competitive Firms, 3.03 - Business Ethics in Employer-Employee Relations and 3.04 - Ethics in Selling.
2. Ask any questions over lesson.

Additional Activities:

1. Invite a representative of the Chamber of Commerce to speak to the class.
2. Display a copy of the United States Chamber of Commerce Code of Business and discuss it.

SELLING

INFORMATION SHEET 3.01

Ethics

Ethics: The principles and values which govern the conduct of an individual or a group.

One phrase sometimes used in relation to ethics in the business world is CAVEAT EMPTOR - "Let the buyer beware." Although this philosophy has existed in business firms for many centuries, it is less prevalent today because the smart business firm realizes that a good business with a loyal clientele cannot be achieved with such a policy.

Ethics in Dealing With Customers:

1. Fair pricing
   - A. Customers are aware of alternatives through advertising.
   - B. Every customer is charged the same.
   - C. Customers may shop elsewhere for the same or a similar product.
   - D. Customers are not subject to behind-the-scene dealings (i.e. collusion) between businesses.
2. Distortion or misrepresentation

   Intentional presentation of false or misleading information about the merchandise in order to sell it to the customer.

   - A. Quality of merchandise - Informing the customer that the cabinets are custom-made when they are really standard-type cabinets.
   - B. Quantity of merchandise - Misinforming the customer as to "how much" is contained in a certain package.
   - C. Class of merchandise - Letting customers think they are buying a better piece of goods than they actually are buying.
   - D. Use of merchandise - Attempting to make customers think they are purchasing an "all-weather" coat when the coat is not that type.

E. Worth of merchandise - Buyers may purchase two sets of similar items (though of different quality) at two costs. They may try to sell these items for the same price to the consumer.

For example, a store purchases carpeting to sell at $10.95 a yard. Later in the year the store buys a similar, yet lesser quality, carpeting and advertises it as a $10.95 value.

F. Service of merchandise - Promising the customer delivery of goods by a deadline that can't be made.

3. Service after the sale

It is important for the seller to stand behind his or her product. The seller has an obligation to:

A. Let the customers know the proper use and care of the items to prevent misuse.

B. Make good a product's failure to do what the seller said it would do.

INFORMATION SHEET 3.02

Ethical Relations for Competitive Firms

1. Degrading opponents

   Salespersons do not degrade opponents' merchandise; rather, they use the strong selling points and excellence of their own products or services.

2. Job competition

   If a salesperson applies for a position in a competitor's firm it is considered ethical to hire that person. It is not considered ethical to lure a salesperson away from a competitor.

3. Stealing a style

   Using an inferior material and a poorer quality of workmanship taken from an original design and selling it for less than the original sold for.

INFORMATION SHEET 3.03

Business Ethics in Employer-Employee Relations

1. Use of time

   When you waste time on the job you are wasting your employer's money.

2. Company expense accounts

   You should be completely honest in reporting your business expenses to your employer. There is no reason why your employer should not trust you, is there?

3. Corruption

   You should never accept a bribe, regardless of the amount. Accepting a bribe is being dishonest with your employer and with yourself.

4. Employee theft

   Although many individuals would never steal money they do not believe it is wrong to take merchandise from the company that employs them. In most companies an employee caught stealing is fired immediately and is usually unable to get another job with any store that subscribes to a retailer's protective agency.

INFORMATION SHEET 3.04

Ethics in Selling

Following are six case studies. Decide which are ethical, which are not ethical, and comment as to why or why not.

1. Fred sold a car and claimed the buyer would get 26 miles to the gallon.
2. Kent's service station raised the price of snow tires $4.00 each on November 1.
3. A local motel raised the room rate $5.00 July 4th due to a large fireworks display scheduled that evening on the riverfront.
4. Judy's Boutique raised the price of swim suits on June 1.
5. Gary promised to have a home ready for occupancy by September 15 when he knew it was impossible before October 1.

SELLING

LESSON PLAN #4

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

7.04 Explain the basic steps of a retail sale.
7.05 Describe the customer's psychological steps of a sale.

Resources:

1. Information Sheet 4.01 - Sequential Steps of a Typical Sale
2. Information Sheet 4.02 - A Customer's Psychological Steps of a Sale
3. Transparency Master 4.01 - Steps in Selling
4. Transparency Master 4.02 - Customer's Psychological Steps of a Sale

Teacher Activities:

1. Display Transparency Master 4.01 - Steps in Selling.
2. Discuss Information Sheets 4.01 - Sequential Steps of a Typical Sale and 4.02 - A Customer's Psychological Steps of a Sale.
3. Have students identify the steps of a sale.
4. Display Transparency Master 4.02 - Customer's Psychological Steps of a Sale.
5. Discuss steps in customer's buying decision.
6. Review day's activities.

Student Activities:

1. Read and discuss Information Sheets 4.01 - Sequential Steps of a Typical Sale and 4.02 - A Customer's Psychological Steps of a Sale.
2. Discuss psychological buying steps: Transparency Master 4.02 - Customer's Psychological Steps of a Sale.

Additional Activities:

1. *LAPS: Selling LAP #53;* 886B; Form #4.
2. *Store Salesmanship*, Robinson-Blacker, 6th Edition. Read pp. 22-48.
3. *Basic Salesmanship*, Ernest, 5th Edition. Read pp. 13-22.

SELLING

INFORMATION SHEET 4.01

Sequential Steps of a Typical Sale

1. Pre-approach--your preparations for selling and for getting people in the store
2. Approach--your initial contact with the customer (what do you do and say?)
3. Determining wants and needs--get information to determine the customer's specific needs
4. Presentation--demonstrate the merchandise in such a way as to emphasize its benefits and features
5. Handling objections--answer questions and objections with selling points
6. Close--when you feel the customer's needs can be satisfied and there is a general agreement, ask for the sale
7. Suggestion selling--suggest additional merchandise
8. Recording the sale--the recording and cashiering tasks
9. Reassurance--assure the customer of the wisdom of the purchase, thank the customer and ask him or her to return

SELLING

INFORMATION SHEET 4.02

A Customer's Psychological Steps of a Sale

1. The customer's feeling a need or want because of not having something
2. Purchasing to eliminate the painful feeling of not having
3. The pleasantness of shopping
4. Buying the products or services
5. The personal satisfaction received from making the purchase

TM 4.01

STEPS IN SELLING

PRE-APPROACH

APPROACH

DETERMINING WANTS AND NEEDS

PRODUCT PRESENTATION

HANDLING OBJECTIONS

CLOSE

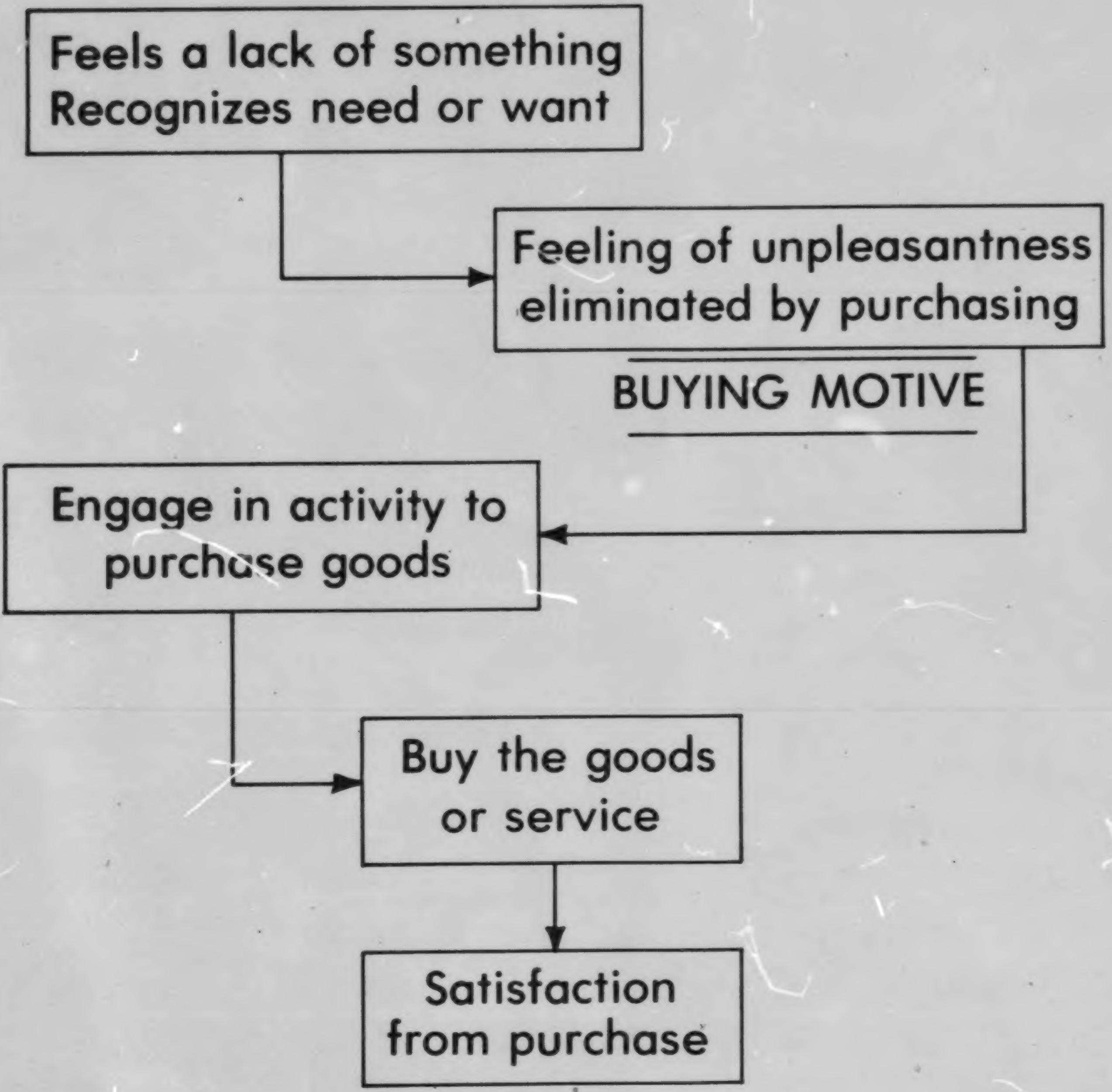
SUGGESTION SELLING

RECORDING THE SALE

REASSURANCE

TM 4.02

CUSTOMER'S PSYCHOLOGICAL STEPS OF A SALE



Feels a lack of something
Recognizes need or want

Feeling of unpleasantness
eliminated by purchasing

BUYING MOTIVE

Engage in activity to
purchase goods

Buy the goods
or service

Satisfaction
from purchase

LESSON PLAN #5

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

7.06 Identify the various buying motives, how these affect the customer psychologically and how the salesperson can respond.

Resources:

1. Information Sheet 5.01 - Buying Motives
2. Information Sheet 5.02 - Selective Buying Motives
3. Information Sheet 5.03 - Patronage Buying Motives
4. Information Sheet 5.04 - Buying Motives - Rational and Emotional
5. Information Sheet 5.05 - Characteristics of Buying Motives

Teacher Activities:

1. Distribute Information Sheets 5.01 - Buying Motives, 5.02 - Selective Buying Motives, 5.03 - Patronage Buying Motives, 5.04 Buying Motives - Rational and Emotional and 5.05 - Characteristics of Buying Motives.
2. Have students read Information Sheets 5.01, 5.02, 5.03, 5.04 and 5.05.
3. Discuss possible responses of a salesperson to each motive.

Student Activities:

Read and discuss Information Sheets 5.01 - Buying Motives, 5.02 - Selective Buying Motives, 5.03 - Patronage Buying Motives, 5.04 - Buying Motives - Rational and Emotional and 5.05 - Characteristics of Buying Motives.

Additional Activities:

1. *LAPS Selling Lap* #38; 883B.
2. *Fundamentals of Selling*, Wingate-Nolan, 9th Edition. Read pp. 119-126.
3. What buying motives--primary, selective, or patronage, rational or emotional--might be the purchase of a car by: (a) a society woman? (b) a man living in the suburbs? (c) a college student?
4. *Salesmanship Fundamentals*, Ernest-DaVall, 3rd Edition. Read pp. 124-144.

SELLING

INFORMATION SHEET 5.01

Buying Motives

NEED: A product or service such as food, clothing and shelter that every person must have for survival

WANT: A product or service that individuals would desire but do not necessarily need for survival

PRIMARY BUYING MOTIVE: A buying motive by which a consumer chooses one specific product or service rather than another of the same type

RECOGNITION: The desire of individuals for others to think well of them; they might buy expensive items or join a prestigious organization.

CREATION: The desire of individuals to construct something new and different; they might buy garden products or materials to build a book case.

MONEY GAIN: The desire of individuals to save money by purchasing a particular product

ORDER: The desire of individuals to exist in a state of control where things are in their proper place; items purchased by these individuals might be storage units, organizers or tool racks.

KNOWLEDGE: The desire of individuals to gain a greater understanding of the world around them; they might purchase books, travel guides or magazines.

RELAXATION: The desire of individuals to relieve fatigue; these products or services might take the form of a trip, a baseball game, an easy chair or a boat.

PHYSICAL WELL-BEING: The desire of individuals to take good care of themselves; these people might purchase exercise equipment or a burglar alarm.

SELF-IMAGE: The desire of individuals to retain or enhance the mental picture they have of themselves. For these persons not only the particular style of the products would be a consideration, but also the place where they were purchased.

BEAUTY: The desire of indivudals to purchase items which are pleasing to the eye. These products vary by individual but might take the form of works of art, a certain style of automobile, or flowers.

INFORMATION SHEET 5.02

Selective Buying Motives

SELECTIVE BUYING MOTIVES:	Motives that influence the customer to buy a specific article within a class of products
DURABILITY:	The wish for a product to last; significant in purchasing items such as appliances and furniture
DEPENDABILITY:	The wish for a product to operate when necessary with a minimal amount of repair work needed
CONVENIENCE:	Customers constantly looking for products which will ease their workload
VERSATILITY:	When a consumer purchases a product that can be used for more than a single purpose, such as a hide-a-bed
ECONOMY AND PRICE:	For the ultimate consumer, getting a good price is frequently a selective motive for purchasing a specific product

SELLING

INFORMATION SHEET 5.03

Patronage Buying Motives

Reasons why buyers choose one item or business over another:

CONVENIENCE: Customers shop and buy close to home or business.

ACQUAINTANCES: Customers know personally the owner or salesperson in a business.

SOCIAL STATUS: Customers may buy from a store because other people in their social group shop there.

PRICE: Discount stores generally have lower prices.

SERVICE: There is usually a different degree of service offered by different stores. These extra services may make the difference.

QUALITY: Produce may be purchased at a particular supermarket because of its freshness.

WIDE VARIETY: Some stores have several lines of merchandise on their shelves.

FASHION: Consumers generally desire to buy what is already acceptable or what is new.

EXCLUSIVE: Some consumers want items that are available only in limited shops and cannot be purchased everywhere. (i.e. dress fashions; Saks Fifth Avenue.)

SELLING

INFORMATION SHEET 5.04

Buying Motives - Rational and Emotional

EMOTIONAL: These buying reasons are based on impulse or feelings. Some emotional buying motives include prestige, fear, pride and vanity. If a man is trying on a suit and asks if it is flattering to him, he is being influenced by emotional buying motives.

RATIONAL: These buying reasons are based on judgment and forethought. Some rational buying motives include profit, efficiency and dependability. If a woman carefully weighs the advantages and disadvantages of owning her own washer and dryer, she is influenced by rational buying motives.

EXAMPLES OF EACH:

EMOTIONAL	RATIONAL
Better health	Complete servicing
Poise and social approval	Efficiency
Making or saving money	Economy
Distinction	High-level research and testing
Popularity	Good workmanship and materials
Comfort	Accuracy
Avoidance of effort	Completeness of stock
Romance	Availability
Companionship	Increased profits
Pride of ownership	Saving of time
Curiosity	Adaptability
Convenience	Uniformity
More leisure time	Low maintenance
Security	Ease of repair
Adventure	Automatic operation
Variety	Greater power
Protection of family	Space efficiency

INFORMATION SHEET 5.05

Characteristics of Buying Motives

ALL MOTIVES HAVE BEARING

All buying motives are directed at buying goods and services. All buying motives have specific goals, although the goals will fluctuate from time to time and from consumer to consumer.

ONE MOTIVE MAY HAVE MANY BUYING EFFECTS

The desire for status, or to be recognized, may result in joining a specific club, moving to a new neighborhood or buying a certain type of jeans.

DIFFERENT MOTIVES MAY LEAD TO THE SAME BUYING ACTION

Individuals might buy a Trans Am because they want to achieve recognition, because they like Pontiacs, or because the Trans Am gets better gas mileage than their present car.

MOTIVES MAY OPERATE TOGETHER OR CONFLICT WITH ONE ANOTHER

Persons may buy record albums because they want to improve themselves culturally or for a gift. Persons on a reducing diet may eat a bedtime snack to satisfy their hunger but realize that it will keep them from losing any weight and thus from receiving recognition as a slender person.

MOTIVES VARY IN INTENSITY

A woman who cannot sew will have a stronger motive to pay $50 for a dress than a woman who could make it for $15.

MOTIVES MUST FUNCTION IN A PHYSICAL ENVIRONMENT

If a girl wants to buy an album she heard on the radio but the stores are not open, she cannot achieve her goal due to physical limitations.

MOTIVES MAY BE CONSCIOUS OR UNCONSCIOUS

The desire to take guitar lessons (knowledge) is usually a conscious buying motive. The motive for buying some new jeans may be unconscious; consumers may not know they want the new jeans to satisfy their desire for recognition.

MOTIVES OPERATE PARTIALLY FROM HABIT

Individuals may have a bedtime snack not necessarily to satisfy their hunger but because they are in the habit of eating before they go to bed.

SELLING

LESSON PLAN #6

Time for Lesson: 3, 55 minute class periods

Objectives: After completion of this lesson, students should be able to:

7.07 Describe how a customer's first impression of the salesperson and the store affects the total selling process.
7.08 Describe various approaches to be used in a sales presentation.
7.09 Demonstrate approaches in a given situation.

Resources:

1. Information Sheet 6.01 - Making a Favorable First Impression
2. Information Sheet 6.02 - Approach
3. Information Sheet 6.03 - The Successful Approach
4. Information Sheet 6.04 - Favorable and Unfavorable Impressions
5. Information Sheet 6.05 - Switch to Something Different
6. Optional Transparency Masters 6.01 through 6.07.

Teacher Activities:

1. Distribute Information Sheets 6.01 - Making a Favorable Impression, 6.02 - Approach, 6.03 - The Successful Approach, 6.04 - Favorable and Unfavorable Impressions and 6.05 - Switch to Something Different.

2. Discuss Information Sheets.

3. Review lesson's activities.

*Included are seven optional TM's, any or all of which can be used at the teacher's discretion.

Student Activities:

1. Read and discuss Information Sheets 6.01, 6.02, 6.03, 6.04 and 6.05.
2. Ask any questions over lesson.

Additional Activities:

1. LAP *Selling* #31 866-869.
2. LAP *Selling* #30 942-812.
3. *Basic Salesmanship*, OM/PM. Read pp. 53-60, Activities pp. 234-238.

INFORMATION SHEET 6.01

Making a Favorable First Impression

One basic thing to remember in a sales situation is that a salesperson must sell himself or herself before attempting to sell a product. In most situations, it is impossible to execute a profitable sales interview without first making a favorable impression on the prospective buyer. The prospect must believe that the salesperson is worth his or her time and is genuinely interested in serving the buyer.

The following five factors can contribute to a good first impression:

1. Enthusiasm and sincerity
2. Appearance
3. Timing
4. Organization
5. Knowledge--of the product and of the prospective buyer

SELLING

INFORMATION SHEET 6.02

Approach

1. Objective

   The objective of the approach used in a sales presentation is to create a good first impression and gain attention. Studying customers, making them feel comfortable and finding out which type of merchandise they are interested in are all needed to use the correct approach.

2. Type of approach

   a. Greeting

      Generally uses a customer's name (in a business where the customer usually shops)

   b. Merchandise

      Deals with reference to what the customer is looking at

   c. Service

      Trying to make the customer feel at ease rather than concentrating on making a sale

   d. Combination

      Using any of the above two or all three together

INFORMATION SHEET 6.03

The Successful Approach

Many times first impressions are all that you can make in a sales situation; therefore, the approach is a very important aspect of that situation. Preparation for the approach is often overlooked. Some of the things that you should consider in this preparation include:

A. Promptness

    1. Know when to approach

        a. Entering department
        b. Showing interest in merchandise
        c. Always greeting a customer
        d. Other

    2. Reasons for lack of promptness

        a. Talking to others
        b. Talking on phone
        c. Indifference
        d. Busy with other tasks
        e. Busy with other customers
        f. Timidity of approaching

B. Voice and expression

    1. Don't speak in a monotonous tone of voice.

    2. Speak clearly.

    3. Look interested in the customer.

    4. Smile.

    5. Don't look preoccupied.

    6. Maintain good posture.

C. Maintaining warm, friendly feeling

    1. You must have genuine interest in people.

    2. Empathize (put yourself in the customer's shoes).

    3. Understand human nature and behavior

INFORMATION SHEET 6.04

Favorable and Unfavorable Impressions

Here's a list of what can happen as a result of a favorable impression and a planned sales approach:

A. Makes the relationship between salesperson and customer more relaxed and responsive

B. Helps put the customer in a favorable mood which may help sell the product more quickly and efficiently

C. Gives the customer satisfaction so that he or she may become one of the firm's permanent patrons

On the other side of the coin, here are some habits that can create negative, unfavorable impressions. Steer away from all of these!

A. Smoking, eating candy or chewing gum

B. General sloppiness--in approach, appearance

C. Pencil or pen stuck in hair

D. Any distracting mannerisms such as biting nails, playing with jewelry

E. Talking with other salespeople and making the customer wait

F. Ignoring the customer's requests

G. Using poor grammar and slang

INFORMATION SHEET 6.05

Switch to Something Different

The following is heard daily in almost all stores:

Salesperson: "May I help you?"
Customer: "No, thanks, I'm just looking."

Years ago in the early 1900's people who worked as salespersons used the phrase "What's yours?" Later the phrase was switched to "Is there something for you?" and then to "Something?" After this phrase became tiring, "May I help you?" came about. After tiring of the latter the public began saying "No, thanks." It seems we both need to start over.

Let's start anew!

Simple rules to follow:

A. Break the habit; just say "Hello."

B. Do not use a phrase that can be answered "Yes" or "No."

C. Choose phrases the customer can answer with information.

D. Use "May I help you?" only when the customer needs a service.

Example: Measuring suits or trousers.

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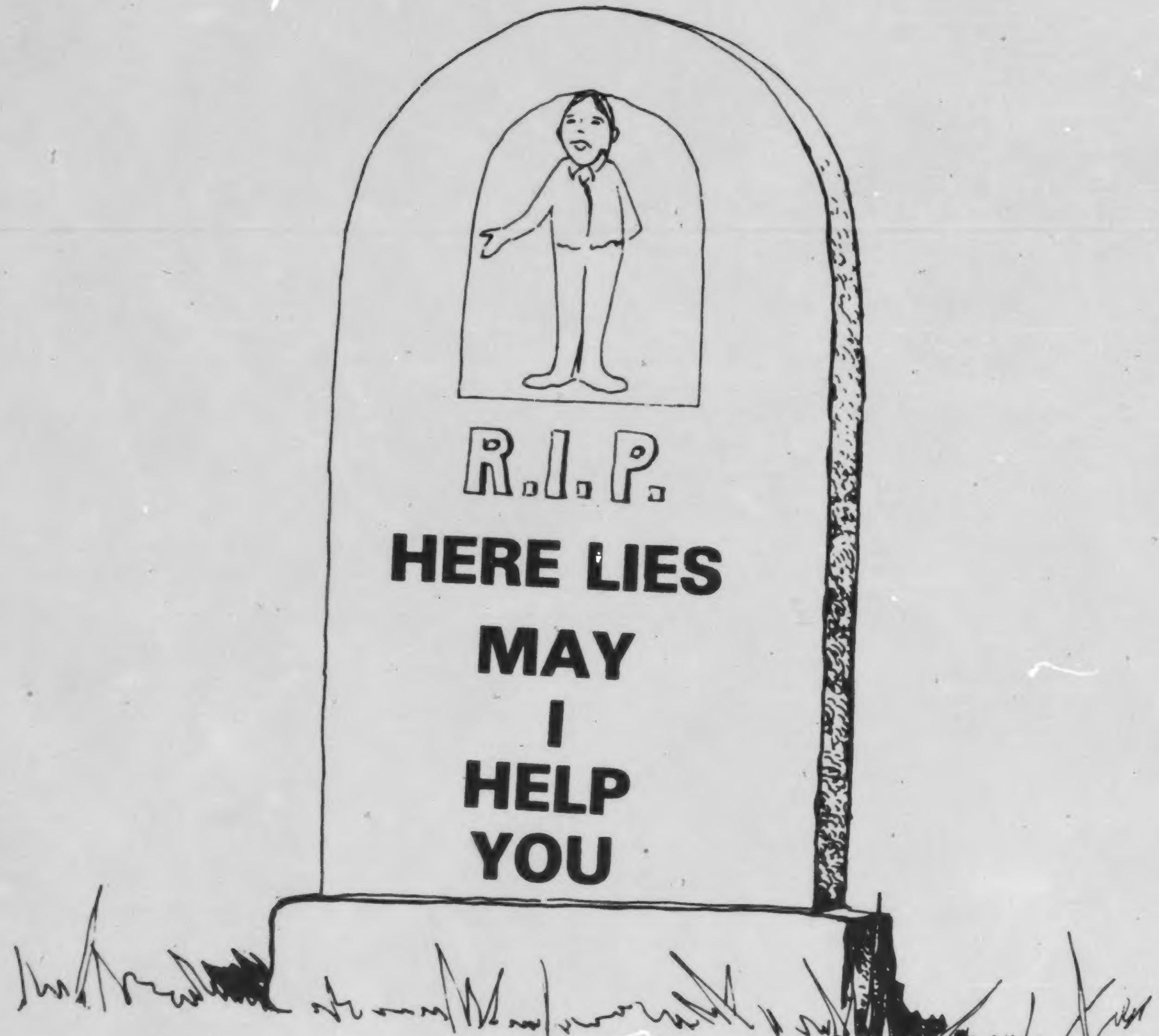
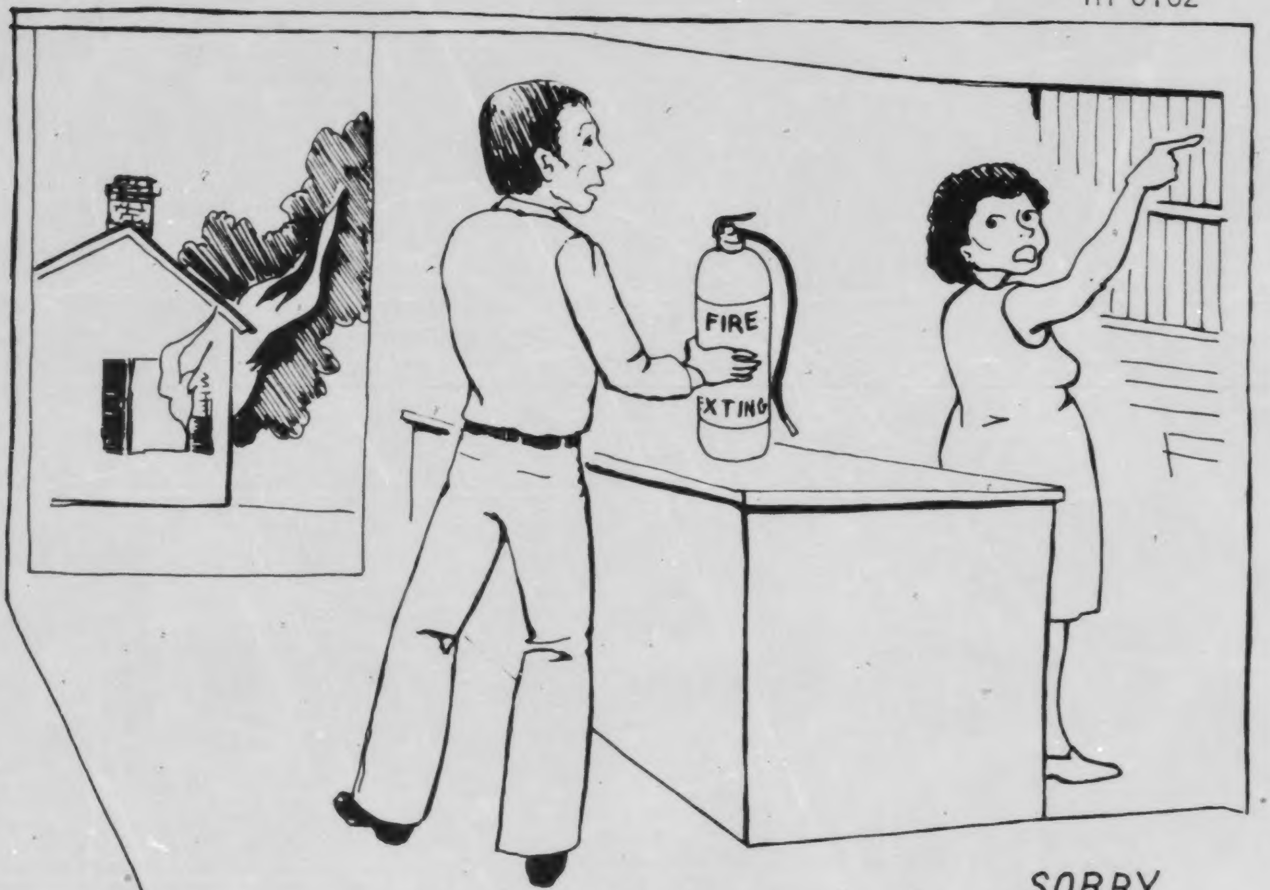

R.I.P.
HERE LIES
MAY
I
HELP
YOU



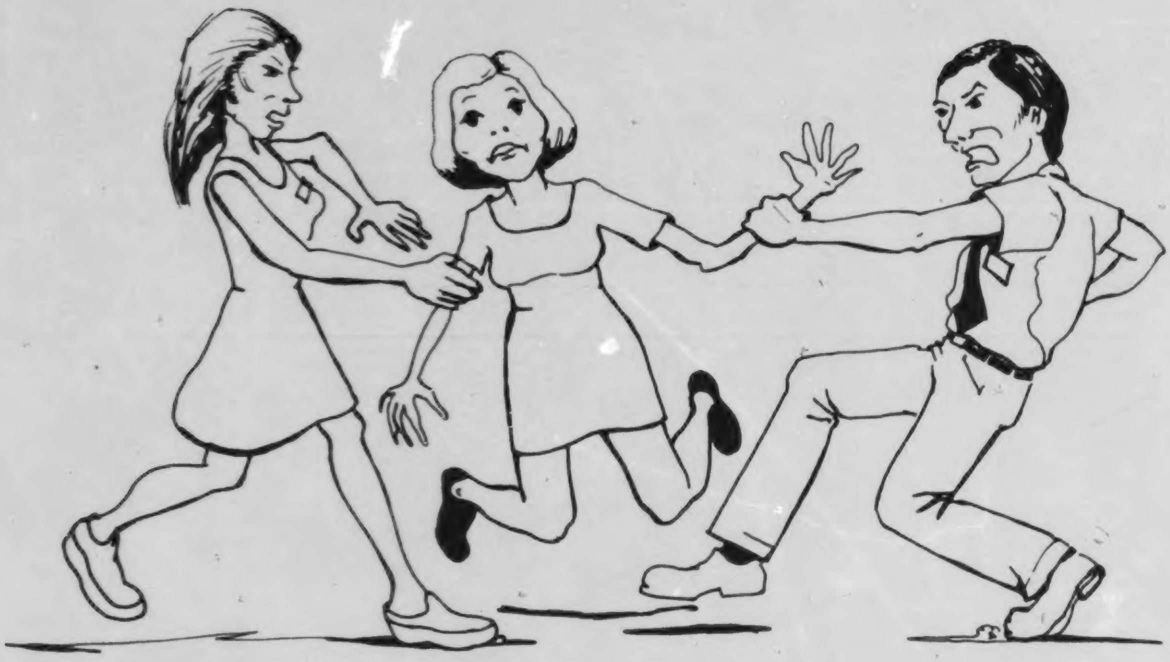
EXCUSE ME, BUT COULD YOU
WAIT ON ME?
I'M IN A HURRY!

SORRY,
I HAVE TO FINISH MY
COUNT. GET ANOTHER
GIRL TO HELP YOU.

You are just a customer,

I WORK HERE!

(What I'm doing is more important than what you are - a customer)



"I SAW HER FIRST"

(COMMISSION OR P.M. DEPARTMENTS)

1. TWO SALESCLERKS IN A COMMISSION DEPARTMENT DISCUSSING WHICH ONE HAD APPROACHED A CUSTOMER FIRST.
2. SALESPERSON LEAVES ONE CUSTOMER TO WAIT ON ANOTHER BECAUSE SECOND CUSTOMER IS LOOKING AT MERCHANDISE THAT CARRIES A P.M.
3. CLERK: "CAN I HELP YOU?"
   CUSTOMER: "I'M JUST LOOKING."
   CLERK: "OK" GOES AWAY AND FORGETS CUSTOMER.

   SECOND CLERK APPROACHES CUSTOMER BY SHOWING AN ITEM WHICH INTERESTS HER.
   FIRST CLERK RUSHES UP, "I'M WAITING ON THIS LADY."

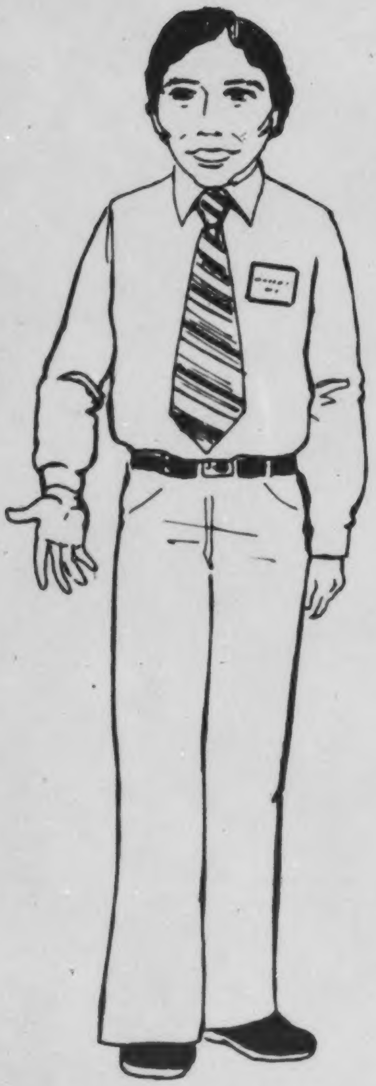
TM 6.04

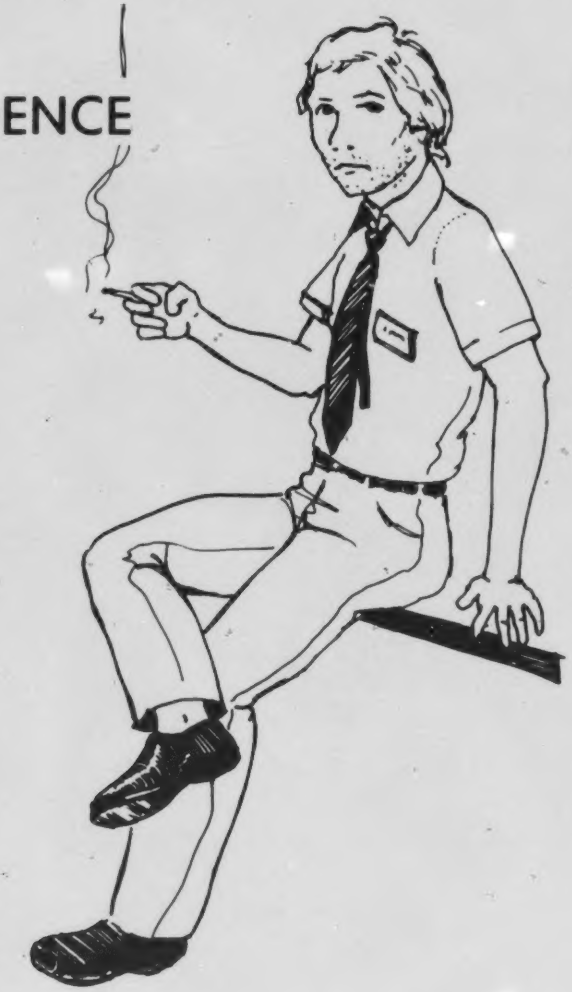
THE INGREDIENTS FOR SUCCESSFUL APPROACH

NEAT APPEARANCE

CORRECT ATTITUDE

SELF-CONFIDENCE





TM 6.05

MORE IMPORTANT THAN *WHAT* IS SAID IS *HOW* IT IS SAID!

SOUND LIKE YOU ARE GLAD TO SEE THE CUSTOMER

SHOW SINCERITY IN THE TONE OF YOUR VOICE

INDICATE POISE - USE A LOW PITCHED VOICE

VARY BOTH PITCH AND RATE OF SPEAKING

DO NOT LET YOUR GREETING BECOME MECHANICAL

SALESPERSON'S TOOLS
That Keep You Growing

PROMPTNESS

VOICE

FACIAL EXPRESSION

BEARING

NECESSARY ATTITUDE

PROPER GRAMMAR

PLAY SAFE
IN YOUR
OPENING STATEMENT

Ask yourself these three questions

1. WHAT DOES THE PROSPECT NEED?
2. HOW CAN ONE BE MADE TO RECOGNIZE THAT NEED?
3. HOW CAN ONE BE CONVINCED THAT THE SALESPERSON WILL SATISFY THAT NEED?

LESSON PLAN #7

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

7.10 Identify sources of product information.
7.11 Use product information in selling.
7.12 Explain why product information is important for the salesperson.

Resources:

1. Information Sheet 7.01 - Where to Locate Information on a Product
2. Information Sheet 7.02 - Merchandise Selling Factors
3. Assignment Sheet 7.01 - Merchandise Information
4. Transparency Master 7.01 - Who Will Use the Products?
5. Transparency Master 7.02 - What Do Customers Need and Want From the Product?
6. Transparency Master 7.03 - What Price Should the Customer Pay?
7. Transparency Master 7.04 - When Should the Customer Buy?
8. Transparency Master 7.05 - What Features May be Bought?
9. Transparency Master 7.06 - How Should the Item be Used?
10. Transparency Master 7.07 - How Should the Item be Cared For?
11. Transparency Master 7.08 - Something to Crow About
12. Transparency Master 7.09 - Merchandise Approach
13. Transparency Master 7.10 - How to Use Merchandise Information

Teacher Activities:

1. Distribute Information Sheets 7.01 - Where to Locate Information on a Product and 7.02 - Merchandise Selling Factors.

2. Transparency Masters 7.01 through 7.10.

3. Assignment Sheet 7.01 - Merchandise Information.

Student Activities:

1. Information Sheets to be read: 7.01 - Where to Locate Information on a Product and 7.02 - Merchandise Selling Factors.
2. View transparencies. Ask any questions on materials.
3. Complete assignment by next class period.

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Additional Activities:

1. *Salesmanship Fundamentals*, 3rd Edition. Read pp. 144-156.
2. *Store Salesmanship*, 3rd Edition. Read pp. 160-180.

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SELLING

INFORMATION SHEET 7.01

Where To Locate Information on Products

Information may be located:

A. Inside the store

1. Merchandise itself - labels, cartons
2. Advertisements
3. Customers' experiences with product
4. Manufacturers' information
5. Personal experience with product
6. Journals and magazines
7. Department or store buyer

B. Outside the store

1. Television and radio advertisements
2. Merchandise testing bureau
3. Comparative shopping
4. Publications by U. S. Government
5. Courses offered by institutions, manufacturers
6. Periodicals, journals, popular magazines
7. Libraries - public and corporation type
8. Merchandise manuals
9. Trade organizations
10. Inspection and observation of other stores and how they handle the product

SELLING

INFORMATION SHEET 7.02

Merchandise Selling Factors

Who Will Use the Merchandise?

Age
Sex
Income Bracket
Social Status
Cultural Background
Marital Status
Occupational Status
Fashion Awareness

Need and Want From Merchandise:

Appearance
Convenience
Flexibility
Uniqueness
Economy
Comfort
Brand Name
Security
Status
Seasonability
Serviceability

Price to be Paid for Merchandise:

Comparison of Prices
Methods of Payment
Maintenance and Repair Costs

Features of Merchandise:

Price
Size
Style
Color
Model
Material
Display
Visibility
Spare Parts Available
Guarantees
Warranties
Alterations
Repair Service

When to Buy Merchandise:

Relevance
Season
Delivery
On or Off Season
Quality or Quantity

Use of Merchandise:

How to Assemble
How to Operate
How to Adjust

ASSIGNMENT SHEET 7.01

Merchandise Information

Directions: For each category listed below you are to give at least two factors that would be helpful for the salesperson to know in order to sell the merchandise.

1. Who will be using the merchandise?

   A.
   B.

2. What do you want from the product?

   A.
   B.

3. Why is the price important?

   A.
   B.

4. When is the best time to buy the merchandise?

   A.
   B.

5. What is important about merchandise information?

   A.
   B.

6. What are some important merchandise features that should be described to the customer?

   A.
   B.

WHO WILL USE THE PRODUCTS?

FACTORS TO BE CONSIDERED:

AGE
SEX
INCOME LEVEL
SOCIAL BACKGROUND
CULTURAL BACKGROUND
MARITAL STATUS
OCCUPATIONAL LEVEL
FASHION CONSCIOUSNESS

TM 7.02

WHAT DO CUSTOMERS NEED AND WANT FROM THE PRODUCT?

FACTORS TO CONSIDER:

ADAPTABILITY
APPEARANCE
ATTRACTIVENESS
CONVENIENCE
DISTINCTIVENESS
ECONOMY
EASE OF CARE
COMFORT
FASHION
PRIDE OF OWNERSHIP

PROTECTION
PRESTIGE
SEASONABILITY
SECURITY
SERVICEABILITY
STYLE
SUITABILITY
RECREATION
VERSATILITY
SENTIMENT

BRAND OR TRADE NAME

WHAT PRICE SHOULD THE CUSTOMER PAY?

1. RELATIVE VALUES OF DIFFERENTLY PRICED GOODS
2. PRICE COMPARISONS
3. SAVINGS ON CASH PURCHASES
4. SAVINGS ON QUANTITY PURCHASES
5. CONVENIENCE OF CREDIT AND PAYMENT PLANS
6. VALUE OF FREE CUSTOMER SERVICE
7. COST OF CARING FOR ITEM
8. COST OF MAINTAINING ITEM

TM 7.04

WHEN
SHOULD THE CUSTOMER BUY?

FACTORS TO BE CONSIDERED:

APPROPRIATENESS

COMFORT

DELIVERY

FASHION TIMELINESS

OFF-SEASON SALES

QUALITY

QUANTITY PURCHASES

SEASONABILITY

SPECIAL SALES

TM 7.05

WHAT FEATURES MAY BE BOUGHT?

FACTORS TO BE CONSIDERED:

SIZES
COLORS
STYLES
MODELS
PRICE LINE
MATERIALS
DISPLAYS
VISIBILITY

SPEED OF SERVICE
REPLACEMENTS
AVAILABILITY
WARRANTIES
GUARANTEES
ALTERATIONS
REPAIR SERVICE
PARTS SERVICE

DEMONSTRATIONS

HOW SHOULD THE ITEM BE USED?

FACTORS TO BE CONSIDERED:

1. ASSEMBLING OF ITEM
2. OPERATING ITEM
3. WHAT AND HOW TO WEAR
4. HOW TO PREPARE
5. WHAT TO SERVE WITH
6. WHEN AND HOW TO SERVE
7. HOW TO EAT
8. HOW AND WHEN TO APPLY
9. HOW TO ARRANGE, DISPLAY, LOCATE
10. HOW TO USE OR TO ADJUST

TM 7.07

HOW SHOULD THE ITEM BE CARED FOR?

FACTORS TO BE CONSIDERED:

1. HOW TO HANDLE
2. HOW TO CLEAN
3. HOW TO STORE
4. HOW TO REPAIR
5. HOW TO LUBRICATE
6. HOW TO REFRIGERATE

SOMETHING TO CROW ABOUT

MERCHANDISE INFORMATION PAYS DIVIDENDS

IT PROVIDES A SALESPERSON WITH:

1. CONFIDENCE
2. A HELPING HAND
3. A NATURAL WAY OF PRESENTING A SALES TALK
4. ENTHUSIASM FOR AND PRIDE IN ONE'S JOB
5. BETTER PROMOTIONAL OPPORTUNITIES

MERCHANDISE APPROACH

1. WHO WILL USE THE PRODUCT?
2. WHAT DO CUSTOMERS NEED AND WANT FROM IT?
3. HOW WELL WILL IT FILL THE CUSTOMER'S NEEDS AND WANTS?
4. WHERE CAN THE CUSTOMER BUY THE ITEM?
5. WHEN SHOULD THE CUSTOMER BUY?
6. WHAT PRICE SHOULD THE CUSTOMER PAY?
7. HOW SHOULD THE ITEM BE USED?
8. HOW SHOULD THE ITEM BE CARED FOR?

HOW TO USE MERCHANDISE INFORMATION

1. MUST BE SPOKEN IN A LANGUAGE THE CUSTOMER UNDERSTANDS
2. EACH FEATURE AND KEY FACT MUST BE EMPHASIZED POSITIVELY AND FORCEFULLY
3. DEMONSTRATE USES BY HAVING CUSTOMER HANDLE PRODUCT
4. USE INFORMATION TO CONVINCE, NOT SHOW OFF
5. CONSIDER CUSTOMER'S POINT OF VIEW, RELATE SELLING POINTS TO SATISFY CUSTOMER'S NEEDS AND WANTS
6. DO NOT TALK TOO MUCH. TRANSLATE ONLY THE INFORMATION REQUIRED TO SECURE CUSTOMER BUYING ACTION

SELLING

LESSON PLAN #8

Time for Lesson: 2, 55 minute class periods

Objectives: After completion of this lesson, students should be able to:

7.13 Distinguish between "brand names" and "private names."
7.14 List apparent and hidden features of a product.
7.15 Turn selling features into customer benefits.

Resources:

1. Information Sheet 8.01 - Brand and Private Names
2. Assignment Sheet 8.01 - Product Information - Survey Sheet
3. Assignment Sheet 8.02 - Product Information
4. Assignment Sheet 8.03 - Selling Features and Customer Benefits
5. Transparency Master 8.01 - What Information Should You Know?
6. Transparency Master 8.02 - Selling Features
7. Transparency Master 8.03 - Customer Benefits
8. Transparency Master 8.04 - Translate Selling Features Into Customer Benefits

Teacher Activities:

1. Distribute Assignment Sheet 8.01 - Product Information - Survey Sheet.

2. Show Transparency Master 8.01 - What Information Should You Know?

3. Distribute Assignment Sheet 8.02 - Product Information and have students complete; discuss answers.

4. Show Transparency Masters 8.02 - Selling Features and 8.03 - Customer Benefits.

5. Distribute Assignment Sheet 8.03 - Selling Features and Customer Benefits and have students complete; discuss answers.

6. Show Transparency Master 8.04 - Translate Selling Features Into Customer Benefits.

7. Distribute Information Sheet 8.01 - Brand and Private Names, have students read and discuss.

8. Review activities.

Student Activities:

1. View transparencies.
2. Read and complete Assignment Sheets.
3. Read Information Sheet.
4. Review day's activities.

Additional Activities:

1. *Fundamentals of Selling,* 9th Edition. Read pp. 190-196.
2. *LAPS Selling.* #34 931-827-822

SELLING

INFORMATION SHEET 8.01

Brand and Private Names

Brand: A specific name of a particular product or company . . . Frigidaire, Stanley, Procter & Gamble

Private Name: A secondary distributer's brand on products which are produced by a brand name company . . . Ward's Signature (Frigidaire), J. C. Penney Penncraft (Stanley), K-Mart (Procter & Gamble)

ASSIGNMENT SHEET 8.01

Product Information Survey Sheet

Directions: Answer the following statements about product information with true, false, or un (undecided).

____________ 1. You need not explain easily-seen product features.

____________ 2. A salesperson should have the knowledge to give customers product care information.

____________ 3. A hardware salesperson need place only minor importance on the construction features of his or her product.

____________ 4. Product information is required to demonstrate good selling practices.

____________ 5. Product information sources should be taken advantage of by the salesperson.

____________ 6. The customer and salesperson are equal in value to the product information.

____________ 7. Salespersons should have knowledge of how their products are manufactured.

____________ 8. A salesperson might talk the customer out of a sale by relating too much product information.

____________ 9. Salespersons should know how their products can be used.

____________10. The best source of product information is the product or service itself.

____________11. Facts about competing products should be known by the salesperson.

____________12. Knowledge of product information helps a salesperson through difficult selling situations.

____________13. Customers are taken advantage of by the salesperson's product knowledge.

____________14. Salesperson and customers can be aided by the sufficient product knowledge contained on labels and tags.

____________15. The information contained on tags, labels, or contained booklets need not be repeated by the salesperson.

ASSIGNMENT SHEET 8.02

Product Information

Choose a product of your choice and give a history and some background information about the product. Next, tell about the product appearance, including color, line, style and other factors concerning appearance. Last, describe the product composition (materials used in the making of the product).

ASSIGNMENT SHEET 8.03

Selling Features and Customer Benefits

1. Using a product of your choice, list the selling features of the product. These features should include such items as the following:

    - Color
    - Size
    - Shape
    - Texture
    - Finish
    - Feel
    - Packaging
    - Pattern
    - Design
    - Weight
    - Price
    - Odor
    - Taste
    - Construction
    - Usability
    - Versatility
    - Brand Name
    - Serviceability
    - Seasonability
    - Comfort
    - Convenience

2. After completing your list of selling features list as many customer benefits as you can for each selling feature which you have listed.

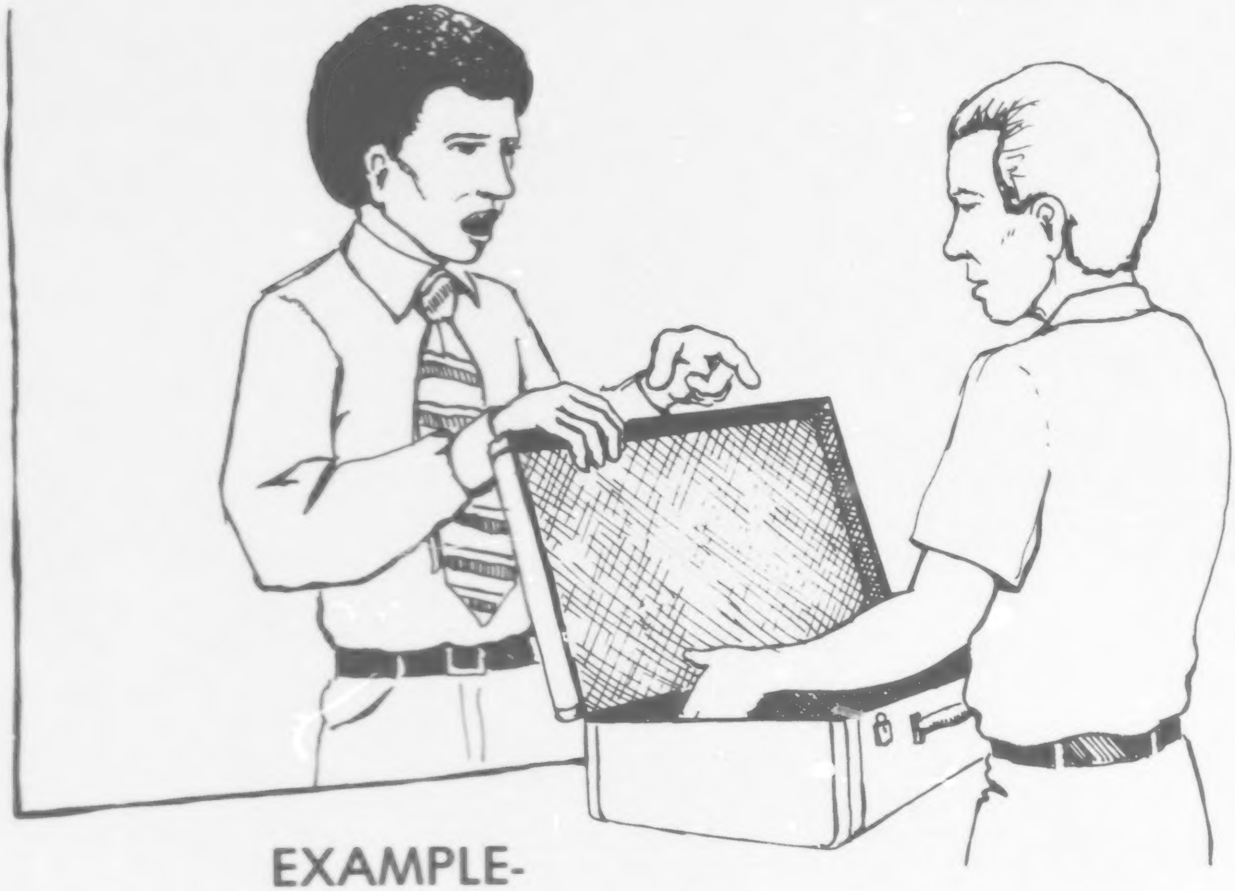
TM 8.01

WHAT INFORMATION SHOULD YOU KNOW?

1. HISTORY AND BACKGROUND OF PRODUCT
2. APPEARANCE, DESIGN AND STYLE OF PRODUCT
3. MATERIALS USED IN PRODUCT
4. PRODUCT DURABILITY AND SERVICEABILITY
5. PRODUCT USED
6. HOW THE PRODUCT IS MADE
7. CARE OF PRODUCT
8. HOW PRODUCT COMPARES WITH COMPETITIVE PRODUCTS

SELLING FEATURE

A QUALITY OR CHARACTERISTIC OF THE PRODUCT OR SERVICE OFFERED

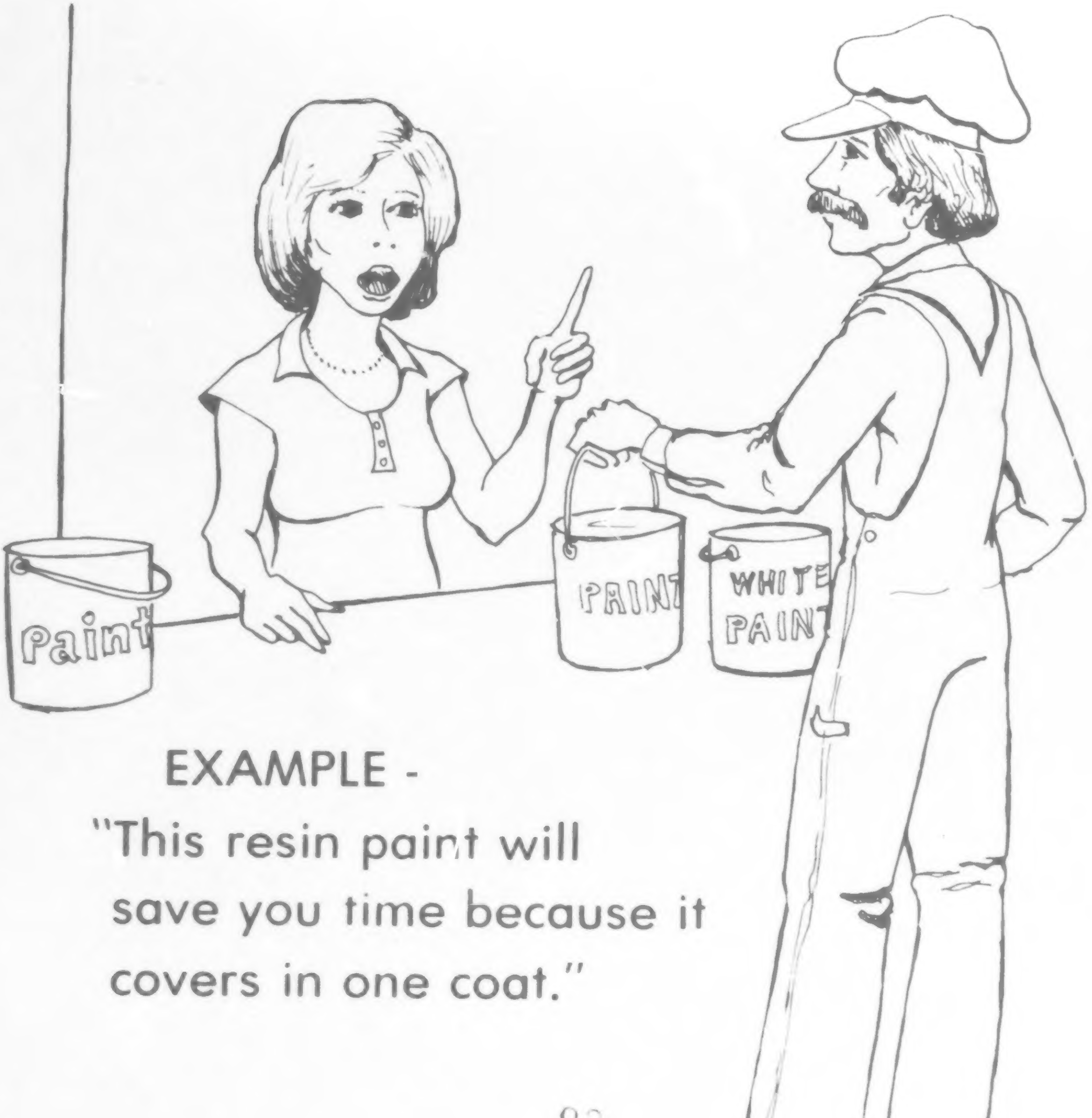


EXAMPLE-

"This suitcase has a quilted rayon lining."

CUSTOMER BENEFIT

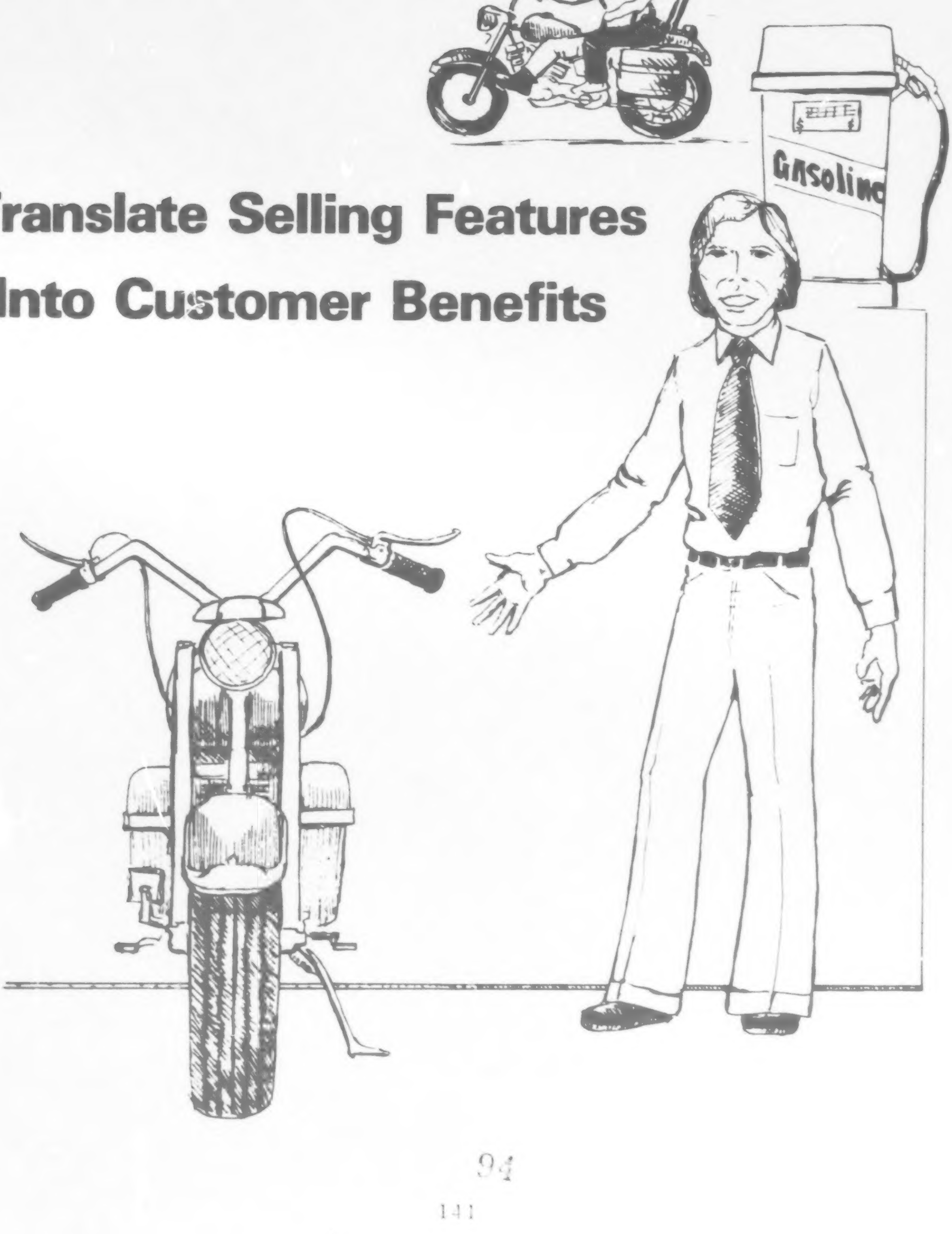
ANYTHING THAT IS ADVANTAGEOUS TO
OR
FOR THE GOOD OF A PERSON


Paint
PAINT
WHITE PAINT

EXAMPLE -
"This resin paint will save you time because it covers in one coat."

TM 8.04

Translate Selling Features Into Customer Benefits



SELLING

LESSON PLAN #9

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

7.16 Describe how to determine the customer's needs and wants.
7.17 Identify techniques for trading up.

Resources:

1. Information Sheet 9.01 - Determining Needs
2. Information Sheet 9.02 - Case Problem
3. Information Sheet 9.03 - Trading Up--Definition and Techniques
4. Assignment Sheet 9.01 - Case Problem
5. Transparency Master 9.01 - Size Up the Customer
6. Transparency Master 9.02 - Go Slow, Determine Needs
7. Transparency Master 9.03 - Load Up to Determine Customer Needs

Teacher Activities:

1. View Transparency Masters 9.01 - Size Up the Customer, 9.02 - Go Slow, Determine Needs and 9.03 - Load Up to Determine Customer Needs.

2. Distributive Information Sheets 9.01 - Determining Needs and 9.02 - Case Problem.

3. Distribute Information Sheet 9.03 - Trading Up--Definition and Techniques.

4. Summarize day's activities.

5. Distribute Assignment Sheet 9.01 - Case Problem, to be completed and turned in the next class meeting.

Student Activities:

1. View Transparency Masters 9.01 through 9.03.
2. Read and discuss Information Sheets 9.01 and 9.02.
3. Read and discuss Information Sheet 9.03.
4. Ask any questions over material.
5. Complete Assignment Sheet 9.01 by next class period.

Additional Activities: *LAPS, Selling* #40--#830-949-870-873

SELLING

INFORMATION SHEET 9.01

Determining Needs

I. Know the customer's product needs or wants.

   A. Price range desired

   B. Purpose

   C. Size

   D. Color

   E. Style

II. Obtain information from which you can determine needs.

   A. Listen to customers.

   B. Watch their reactions.

   C. Notice their interests.

   D. Make suggestions.

   E. Ask questions.

   F. Note their habits.

   G. Be aware of any preferences.

SELLING

INFORMATION SHEET 9.02

Case Problem

Directions: Read the case problem, then study the format used to determine the customer's needs and wants.

Jodi Narsh, a waitress, is shopping for a new blouse to wear under her uniform. She works 40 hours per week and averages $2.75 per hour. Jodi works in an air-conditioned restaurant. She is 5'6" and weighs 118 pounds. She spends much of her recreation time horseback riding and canoeing.

NEED TO BE DETERMINED	TECHNIQUES FOR DETERMINING
Interest in blouse	Listening and observing
Color	Question
Pattern	Question
Size	Observe and Question
Texture	Listen and Question
Wash and Wear, etc.	Listen and Question
Price range	Listen and Question
Dressy or Casual	Listen and Question

SELLING

INFORMATION SHEET 9.03

Trading Up--Definition and Techniques

What is "trading up"?

Trading up means persuading the buyer to purchase goods of higher quality and higher price than the merchandise he or she originally asked for.

One warning should be given here: NEVER USE TRADING UP AS A PRESSURE TACTIC! It should be used only if it will give more gains to the customer.

Techniques used in "trading up":

1. Make sure you know how the customer intends to use the product before attempting to trade up. Being aware of the customer's motives will help you aid her or him in getting the best buy for the money.

2. Refrain from making degrading comments about the lower-priced product. By remarking that the lower-priced product is "cheap" or "lacks quality," you may offend the customer.

   Example: A grandmother wants to buy her grandson a dictionary for high school graduation. She wants the lowest priced dictionary because she thinks that they're all the same.

3. Show the customer that the two products, the less expensive and the more expensive, have some similarities. This demonstrates that you respect the customer's judgment.

4. Finally, explain to the customer that the more expensive item has additional features and make sure these features are aligned to the customer's desires and needs.

ASSIGNMENT SHEET 9.01

Case Problem

Directions: Write out Jan's needs and wants, and list the techniques you used to determine them. Use the space below for this.

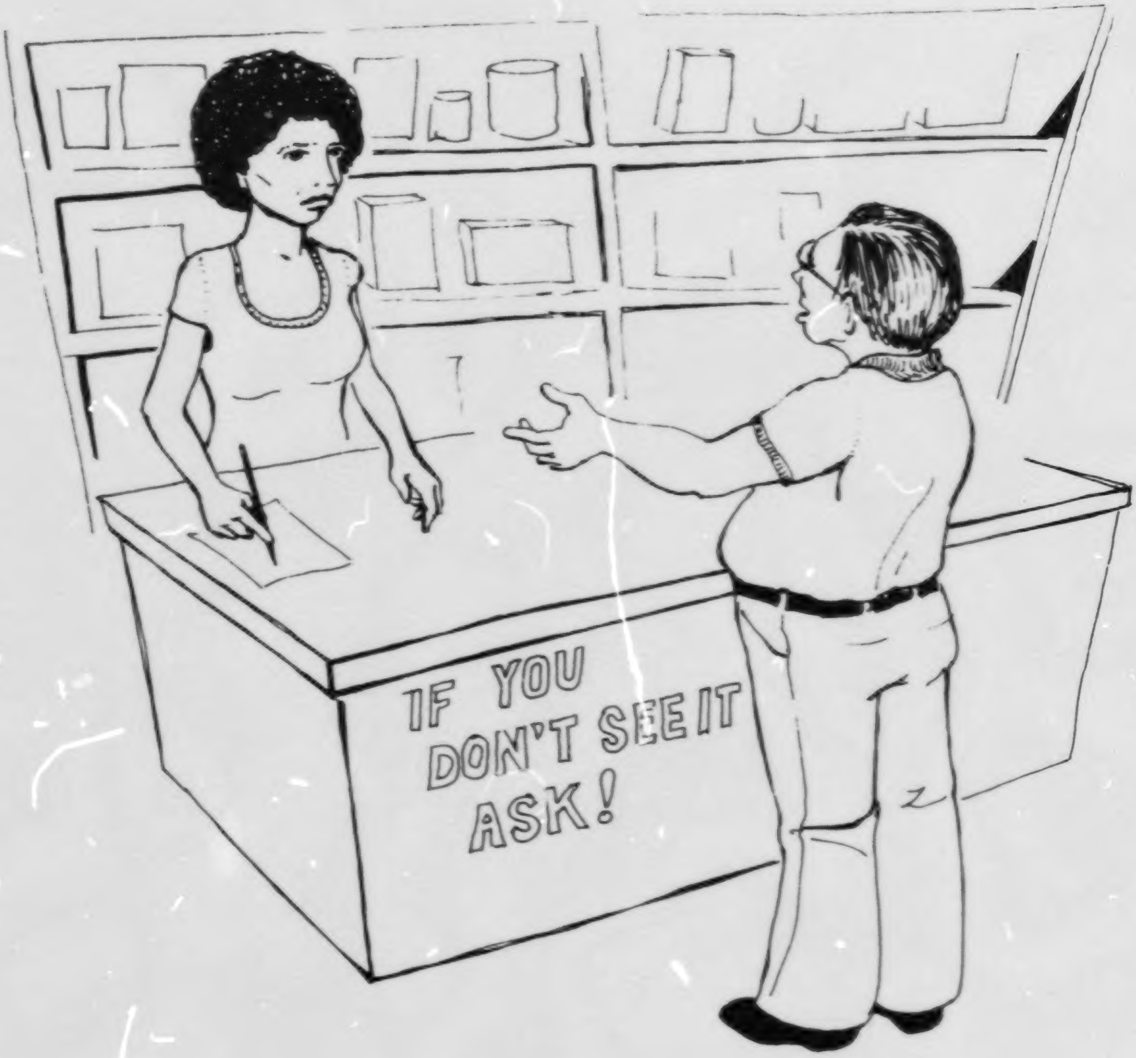
Case:

Jan Farmer, age twenty, recently graduated from business school and is working on her first job. She has saved her first paychecks for a down payment on a car. Even though she worked in high school she never had enough money to buy a car before.

NEEDS TO BE CONSIDERED	TECHNIQUES TO USE

SIZE UP CUSTOMER

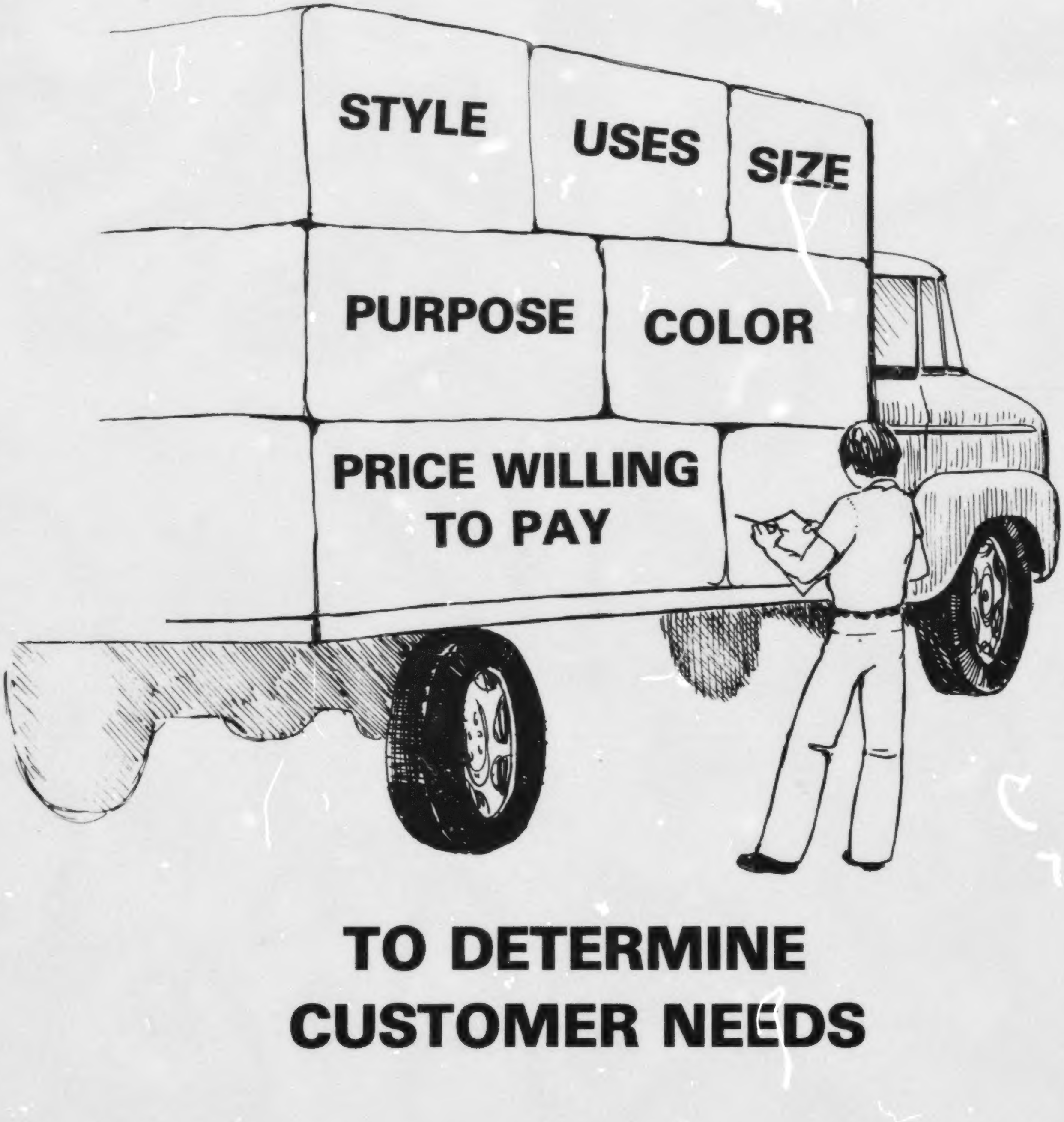
LOOK LISTEN and LEARN


IF YOU DON'T SEE IT ASK!

GO SLOW - Determine Needs

- -LISTEN TO THE CUSTOMER
- -ASK QUESTIONS
- -NOTICE CUSTOMER INTERESTS
- -RESPECT CUSTOMER PREFERENCES

LOAD UP


STYLE
USES
SIZE
PURPOSE
COLOR
PRICE WILLING TO PAY

TO DETERMINE CUSTOMER NEEDS

LESSON PLAN #10

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

7.18 Give examples of how the salesperson can show goods effectively.
7.19 Give examples of how to involve customers in a presentation.
7.20 List several types of visual aids that a salesperson can use in a presentation.

Resources:

1. Information Sheet 10.01 - The Steps of a Product Demonstration
2. Information Sheet 10.02 - Prospect Participation
3. Information Sheet 10.03 - The Use of Visual Aids in a Sales Demonstration
4. Assignment Sheet 10.01 - A Field Sales Demonstration Observation

Teacher Activities:

1. Distribute Information Sheets 10.01 - The Steps of a Product Demonstration, 10.02 - Prospect Participation and 10.03 - The Use of Visual Aids in a Sales Demonstration.

2. Distribute Assignment Sheet 10.01 - A Field Sales Demonstration Observation, to be completed and turned in by the next class period.

Student Activities:

1. Read and discuss Information Sheets 10.01, 10.02 and 10.03.
2. Ask any questions over lesson.
3. Complete Assignment Sheet 10.01 by next class period.

Additional Activities: *LAPS Selling*, Lap #41, #842

SELLING

INFORMATION SHEET 10.01

The Steps of a Product Demonstration

A. Inform customer of the product you are going to show him or her.

B. Show the customer the product.

C. Inform the customer about the product.

D. Ask the customer questions and listen to what he or she has to say.

Examples:

1. Show a radio--turn it on and let the customer listen and see its ease of operation.
2. Clothes--show the quality of material and sewing.
3. Jewelry--have customer take part by slipping the jewelry on.

Avoid competition with other products; simply demonstrate your product's superior points and advantages.

SELLING

INFORMATION SHEET 10.02

Prospect Participation

When customers take part in the demonstration of products, they receive the most influential type of proof about the benefits of the products.

EXAMPLES:

Luggage: Have customer carry it to prove how lightweight it is.

Sewing Machine: Have customer thread the machine to prove how easy it is.

Cookware: Have customer use it, then wash it to prove how easy it cleans.

Electric Shaver: Have customer use it to prove how close it shaves.

Glasses: Have customer try them on to see how comfortable and attractive they are.

INFORMATION SHEET 10.03

The Use of Visual Aids in a Sales Demonstration

A. Reason - help the salesperson transmit and communicate facts, knowledge, understanding, skills, etc. to a customer.

B. Examples

1. Flip charts
2. Models
3. Scrapbooks
4. Samples
5. Viewer
6. Movies
7. Maps
8. Flash cards
9. Slides
10. Demonstration kits
11. Blackboards
12. Catalogs
13. Displays
14. Exhibits
15. Graphs
16. Manuals
17. Mockups
18. Photographs
19. Portfolios
20. Books
21. Filmstrips
22. Success stories

C. Advantages (for the salesperson)

1. Visual aids do not irritate customers.
2. Presentations using visual aids are more interesting.
3. They help tell a complete, easily comprehended story about your product.
4. Visual aids often enable the customer to participate.
5. They furnish a guide for the direction of the sales talk.
6. They can be a vehicle to help close the sale.
7. They help avoid mistakes and contradictions.
8. You can involve more of the customer's senses.

SELLING

ASSIGNMENT SHEET 10.01

A Field Sales Demonstration Observation

1. Kind of sales presentation.
2. Was a demonstration of the product given by the salesperson?
3. Was the customer actively involved during the salesperson's demonstration? If so, describe how.
4. What visual aids, if any, did the salesperson use?
5. Were the visual aids and the customer's being actively involved instrumental in making a sale?

LESSON PLAN #11

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

7.21 Differentiate between the two types of sales resistance--sincere objections and making excuses.
7.22 Describe methods to overcome customer objections.

Resources:

1. Information Sheet 11.01 - Objections
2. Information Sheet 11.02 - Excuses

Teacher Activities:

1. Distribute Information Sheets 11.01 - Objections and 11.02 - Excuses.

2. Discuss Information Sheets.

3. Role play several objections and excuses and overcoming both.

Student Activities:

1. Read Information Sheets 11.01 and 11.02 and discuss.
2. Role play several objections and excuses and overcoming them.

Additional Activities:

1. *Retail Merchandising*, By Wingate and Samson, South-Western Publishing Company, 8th Edition. Read pp. 359-360.
2. *Retailing*, Richert-Meyer, Haines-Harris, McGraw-Hill Book Company, 6th Edition. Read pp. 237-244.
3. *Salesmanship Fundamentals*, Ernest DaVall, McGraw-Hill Book Company, 3rd Edition. Read pp. 263-283.
4. *LAPS*-#49, Competency 874
5. Role play overcoming objections.

SELLING

INFORMATION SHEET 11.01

Objections

Realizing that customers more often than not raise objections is recognized by good salespeople. Answering properly gives these salespeople an opportunity to present selling points.

Straightforward objections (sincere)

--"I can get it for less at Ken's."
--"I want brown, not black."

Timid objections (making an excuse)

--"I was just looking; I didn't intend to buy today."

INFORMATION SHEET 11.02

Excuses

You must practice listening to and observing people to make the distinction between an excuse and a sincere objection. A skilled salesperson may override an excuse by tactfully inquiring about the objection.

Ways to Answer Excuses

1. When a customer says, "I like these shoes but my dress is black," the salesperson says, "These shoes also come in black."
2. When a customer says, "I don't know if my husband would like this dress," the salesperson says, "Does he like sportswear or something more feminine?"
3. When a customer says, "I'm just looking," the salesperson says, "Are you shopping for a gift or for something for yourself?"

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LESSON PLAN #12

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

7.23 List anticipated objections and develop methods of handling these objections for a particular product.
7.24 Overcome a customer's objection in a given situation.

Resources:

1. Information Sheet 12.01 - Four Types of Objections
2. Information Sheet 12.02 - Handling Objections
3. Assignment Sheet 12.01 - Customer Objections

Teacher Activities:

1. Distribute Information Sheets 12.01 - Four Types of Objections and 12.02 - Handling Objections.

2. Discuss Information Sheets.

3. Question for other examples (product reputation and qualities: size, color).

4. Distribute Assignment Sheet 12.01 - Customer Objections.

Student Activities:

1. Read Information Sheets 12.01 and 12.02.
2. Discuss Information Sheets.
3. Think of other examples for objections.
4. Complete Assignment Sheet 12.01.

Additional Activities: See preceding lesson plan.

SELLING

INFORMATION SHEET 12.01

Four Types of Objections

1. *Merchandise*--If the customer is unsure about a certain aspect of the product, he or she might say:

   a. "It looks too dark."
   b. "I don't want to have to dry clean it. It looks too fragile to wash."
   c. "I'm afraid it's not strong enough."

   The salesperson should state or restate the facts or demonstrate other merchandise.

2. *Price*--Statements indicating that the customer is still questioning the value of the merchandise with its attendant price include:

   a. "The price is way too high."
   b. "I can buy it at ____ for less."
   c. "That's not within my budget."

   The salesperson should concentrate on the value of the merchandise.

3. *Immediate Buying*--When the customer is indecisive about buying the merchandise, he or she might say:

   a. "I think I'll just keep looking for awhile."
   b. "I really better discuss this with my wife/husband before I make my final decision."

   The salesperson should emphasize the advantage of buying immediately.

4. *Store Policy*--Sometimes a bad experience in the past with the store will cause the customer to complain with comments like:

   a. "You never have what I want."
   b. "I never heard of this brand before. Was it a special buy?"
   c. "Charging at this store is too involved."

   The salesperson should offer reassurance to the customer.

SELLING

INFORMATION SHEET 12.02

Handling Objections

Many selling opportunities arise from answering objections. A good salesperson welcomes objections and uses them as a guide to the sale. Most objections are not intended as a real objection to the product, but rather an indication that enough information has not been given to the customer to make a decision to buy. Following are some objections and some suggestions on how to overcome them:

1. "I can buy it cheaper down the street."

   A. Determine if the product is the same.
   B. Show superior points about your product.
   C. If the customer still insists, point out other points to compare the products.

2. "This item won't launder well."

   A. Point out washing instructions.
   B. Explain the washability.
   C. Relate your personal experiences.
   D. Point out special features with regard to washability (pre-washed, permanent press).

3. "I have always purchased that brand."

   A. Agree to the quality of that brand.
   B. Show similar features.
   C. Point out additional features.
   D. Suggest variety to better compare products.

The list of objections could be unlimited. Think of the objections which you hear customers state and try to formulate some overcoming statements of your own. Remember that all answers must be truthful and based on fact.

ASSIGNMENT SHEET 12.01

Customer Objections

Choosing a product of your choice, list at least four objections a customer might raise. Write a statement of how you would answer each objection.

ASSIGNMENT SHEET 12.01

Customer Objections

Choosing a product of your choice, list at least four objections a customer might raise. Write a statement of how you would answer each objection.

SELLING

ASSIGNMENT SHEET 12.01

Customer Objections

Choosing a product of your choice, list at least four objections a customer might raise. Write a statement of how you would answer each objection.

LESSON PLAN #13

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

7.25 Identify various "buying signals" that indicate the customer is ready to buy.

7.26 Describe specific techniques for closing the sale.

Resources:

1. Information Sheet 13.01 - Closing the Sale
2. Information Sheet 13.02 - Buying Examples
3. Information Sheet 13.03 - When to Close the Sale

Teacher Activities:

1. Distribute Information Sheets 13.01 - Closing the Sale, 13.02 - Buying Examples and 13.03 - When to Close the Sale.

2. Discuss Information Sheets.

3. Role play methods of closing the sale.

Student Activities:

1. Read Information Sheets 13.01 through 13.03.
2. Discuss Information Sheets.
3. Role play methods of closing the sale.

Additional Activities:

1. *Salesmanship Fundamentals*, Ernest and DaVall, McGraw-Hill Book Company, (3rd Edition) pp. 287-301.
2. *Retailing*, Richert-Meyer, Haines-Harris, McGraw-Hill Book Company, (6th Edition) pp. 74-79.
3. *LAPS* #52, Competency 820.

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SELLING

INFORMATION SHEET 13.01

Closing the Sale

The most often omitted part of a sales situation is the close. A good salesperson begins closing from the start of his or her presentation. You must be able to evaluate the situation to determine when the customer is ready for the close. Ask for the order!

I. Aspects of Closing the Sale

   A. The ACID Test

      1. A-rouse - you must arouse the customer's attention before you begin your presentation.

      2. C-ultivate - you must cultivate the prospect's interest into your sales presentation.

      3. I-nformation - you must understand sufficient buying motives of the prospect. (Determine his or her buying motives.)

      4. D-etermine - you must determine the correct close to use.

   B. Steps to Consider in Closing a Sale.

      1. Build rapport: you should strive for a positive commitment in each step of the presentation, which you can refer back to if problems arise in the close.

      2. Properly time your close: be prepared to pick up clues that the prospect is likely to buy and be ready to close then.

      3. Be positive: during the presentation the salesperson must be very positive.

      4. Order pre-writing: you can have a pre-written order ready for the customer's signature. This is a strong close.

      5. Motivation selection: you can use the information gathered from the sales talk to help determine which motivators you will use in attempting to close the sale.

6. Develop the "Buy Attitude": be sure the prospect is ready to buy and be able to interpret the buying signals. You must be sure that the prospect is in a buying mood and thinking positively about you and your product.

C. The Trial Close

1. The name-spelling close: ask the proper spelling of the prospect's last name as you fill out the order. She or he will either stop you or assist you.

2. The preference close: you ask the customer to choose between two (larger and smaller, red or black, etc.).

3. The address verification close: this is very similar to the name-spelling close, except you ask for the address.

4. The focus attention close: you focus your attention and refer back to one feature of the product until the customer is sold on it.

D. Closing Stories or Closing Actions (used if the trial close fails)

1. One more thing close: salesperson gets ready to go, then says "Oh, one more thing," then offers one more reason to buy.

2. Price increase: this is the theory that it is cheaper to buy today than it will be later.

3. Participation close: you can ask the prospect to take a pencil and paper to participate in the presentation. (List the advantages of buying now, etc.)

4. Special inducement: this is something to bring in the sale now. (Some extra free goods, free trial, etc.)

5. Special sale or time limit: this is the situation that this offer is good only today or till noon, etc.

6. Instruction close: showing the prospect how to use a sample of your product.

INFORMATION SHEET 13.02

Buying Examples

Below are listed several buying examples:

- A. Reading the label on a package
- B. The customer choosing a product or item and separating it from the rest of the products
- C. Nodding of the head
- D. Asking about guarantees
- E. "It must be delivered by Friday."
- F. Stating a choice of colors
- G. Credit terms
- H. When the customer shows signs of making a choice (scratching head, etc.)
- I. "Is this one of your most sold models?"

Following are listed several principles which can be observed in closing a sale:

- A. Know when to close.
- B. Avoid the price until the very end.
- C. Always have a positive attitude and display self-confidence.
- D. Make it convenient for the customer to make a decision.

SELLING

INFORMATION SHEET 13.03

When to Close the Sale

1. When the customer makes a choice between two items
2. When the customer answers his or her own objection by explaining why something bothers him or her
3. When the customer agrees that a product works well, is made well, etc.
4. When the salesperson proves the customer's objection is invalid
5. When the customer obviously really desires the product
6. When the customer states he or she has been looking for a product like this one for a long time
7. When the customer realizes it's the last one

SELLING

LESSON PLAN #14

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

7.27 Prepare several trial closes and a final close for a product.

7.28 Demonstrate how to close a sale.

Resources:

1. Information Sheet 14.01 - Trial Closing
2. Assignment Sheet 14.01 - Closing Statements
3. Film, *Closing the Sale*, No. 52, C.O.E. Library

Teacher Activities:

1. Distribute Information Sheet 14.01 - Trial Closing.

2. Show film, *Closing the Sale*.

3. Distribute Assignment Sheet 14.01 - Closing Statements and have students complete in class.

4. Role play using student's answers from Assignment Sheet 14.01.

Student Activities:

1. Read Information Sheet 14.01.
2. Observe film, *Closing the Sale*.
3. Complete Assignment Sheet 14.01.
4. Role play using answers from Assignment Sheet 14.01.

Additional Activities:

1. *Retail Merchandising*, Wingate-Samson, South-Western Publishing Company (8th Edition). Read pp. 361-362.
2. *LAPS* #52 Competency 876

SELLING

INFORMATION SHEET 14.01

Trial Closing

When the customer gives a buying signal, the salesperson should begin to close the sale with a *trial closing*.

TRIAL CLOSING SAMPLES

1. "How many do you want?"
2. "Would you like it gift wrapped?"
3. "Will this be cash or charge?"
4. "Would you like us to deliver this?"
5. "How is your account listed?"
6. "Do you want this color or another one?"
7. "Would you like to pay for this and put that one in the lay-away?"
8. "If you want to pay for this now I can have it wrapped while you finish your shopping."

SELLING

ASSIGNMENT SHEET 14.01

Closing Statements

Directions: Select four products you would like to sell. For each of the four products write three closing statements that you could use. If you need more room use the back of this sheet.

PRODUCT	CLOSING STATEMENT
	1.
PRODUCT	2.
	3.
	1.
PRODUCT	2.
	3.
	1.
PRODUCT	2.
	3.
	1.
PRODUCT	2.
	3.

SELLING

LESSON PLAN #15

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

7.29 Give examples of when and how to suggest additional merchandise.
7.30 Demonstrate suggestion selling techniques in a given situation.

Resources:

1. Information Sheet 15.01 - Suggestion Selling
2. Information Sheet 15.02 - Suggestion Selling Examples
3. Assignment Sheet 15.01 - Suggesting Complementary Items
4. Assignment Sheet 15.02 - Case Problems
5. Transparency Master 15.01 - How Not to Suggest
6. Transparency Master 15.02 - How to Suggest Additional Merchandise
7. Transparency Master 15.03 - Show and Demonstrate the Article--Give Your Reason Ahead of the Suggestion

Teacher Activities:

1. Distribute Information Sheets 15.01 - Suggestion Selling and 15.02 - Suggestion Selling Examples.

2. Discuss Transparency Masters and Information Sheets.

3. Distribute Assignment Sheet 15.01 - Suggesting Complementary Items--and have students complete in class--discuss.

4. Distribute Assignment Sheet 15.02 - Case Problems, to be completed and turned in by next class period.

Student Activities:

1. Read Information Sheets 15.01 and 15.02.
2. Participate in discussion of Transparency Masters and Information Sheets.
3. Complete Assignment Sheet 15.01 in class--discuss.
4. Complete Assignment Sheet 15.02 by next class period.

Additional Activities:

1. *Retailing Principles and Practices*, Richert-Meyer, Haines-Harris, McGraw-Hill Book Company, 6th Edition. Read pp. 245-250.
2. *LAPS*, #59, Competency 875.
3. *Fundamentals of Selling*, Wingate-Nolan, South-Western Publishing Company, 9th Edition. Read pp. 400-403.
4. *Salesmanship Fundamentals*, Ernest and DaVall, McGraw-Hill Book Company, 3rd Edition. Read pp. 315-325.

SELLING

INFORMATION SHEET 15.01

Suggestion Selling

Suggestion selling--a technique that the salesperson uses to obtain additional purchases from the customer. (suggesting a tie to go with a shirt.)

Suggestion selling benefits the store with increased sales and the customer by not making a return trip to the store.

SELLING

INFORMATION SHEET 15.02

Suggestion Selling Examples

Since suggestion selling is an excellent way to increase sales and commissions, it is a valuable selling technique and one that each salesperson should be aware of and know how to use.

I. Times to use suggestive selling

   A. To start a sale

   B. While demonstrating features of the merchandise

   C. At or near the end of a sale

II. Types of suggestive selling

   A. Higher quality merchandise

      Example: Putting better and higher-priced goods next to lower-priced goods often has the effect of showing the customer the real difference between the two items.

   B. Larger quantities

      Example: "You might want to pick up an extra pair of these shorts . . . the summer's going to be a hot one."

   C. Related merchandise

      Example: "We also have coordinating slacks. Would you like to see them?"

   D. Specially-priced or sale merchandise

      Example: "These bedspreads are being discontinued and are now on sale for 40% off."

   E. Recently received merchandise

      Example: "I'd be glad to show you our latest shipment of knit shirts."

   F. Seasonal items

      Example: "You might want to take a look at the ski jackets and get ahead of next year's buyers."

G. Different types of uses for merchandise

Example: "These containers are also great to use as decorative canisters."

III. How to make suggestions

A. Show merchandise.

Example: "Look at the extra stitching used to reinforce each seam."

B. Display similar items together.

Example: Place coordinated shades of lipstick and nail polish side by side.

C. Remind customer of products in other departments.

Example: "They have just received a new shipment of summer sandals in the shoe department."

SELLING

ASSIGNMENT SHEET 15.01

Suggesting Complementary Items

Directions: For each item listed in the left hand column, suggest a related item which could also be purchased.

INITIAL PURCHASE	ITEMS WHICH COULD ALSO BE BOUGHT
Paint brush	
Necklace	
Yarn	
Mittens	
Shoes	
Electric razor	
Hat	
Hose	
Carton of pop	
Scrapbook	
Glassware	
Blouse	
Purse	
T-shirts	
Book	
Sheets	
Lipstick	
Watch	
Stapler	

ASSIGNMENT SHEET 15.02

Case Problems

Directions: Examine each of the following sales presentations and explain in writing how each could be improved. (Use this sheet and back if needed.) When completed, hand in to the instructor.

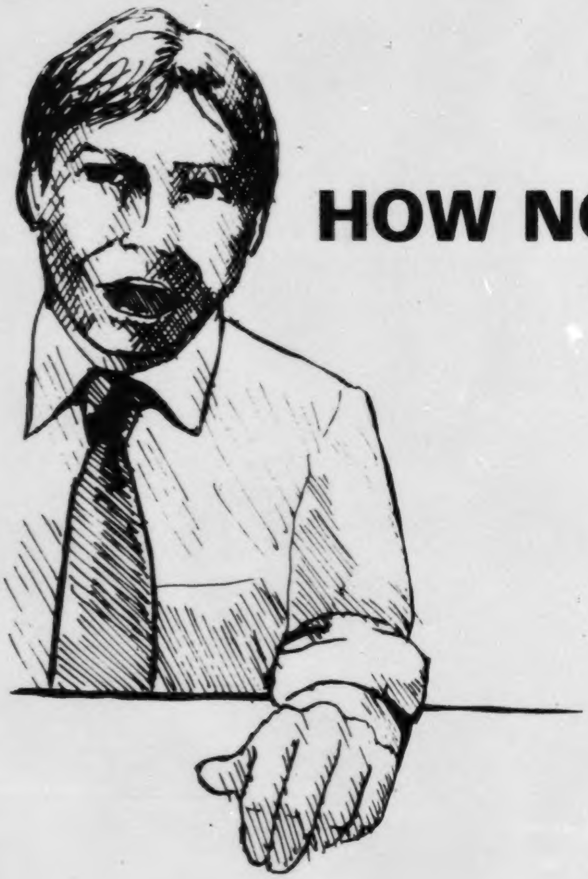
A. A customer asks for some film for his camera. The salesperson replies, "Here you go; by the way, we have a sale on imported mugs."

B. A nursery salesman has just finished selling a set of seeds to a lady starting her first garden. He remarks, "You probably have everything else you need for your garden."

C. A customer purchases a leisure suit. The salesperson says, "How about a tie to go with that suit?"

D. A customer comes in to look at the $40 ski jackets. The salesperson immediately reacts by saying, "You can look at the $40 jackets if you want to, but they're pretty cheaply made. You'd like the $60 jackets a lot better."

HOW NOT TO SUGGEST



"Will that be all?"

"You don't need any new shock absorbers with those new tires do you?"

"Do you need any type of cleaning fluid?"

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HOW TO SUGGEST ADDITIONAL MERCHANDISE

SUGGEST A SPECIFIC ITEM AND MAKE IT POSITIVE

"This cleaning fluid is recommended by the manufacturer for cleaning the type face of the typewriter you have just purchased."

SHOW AND DEMONSTRATE THE ARTICLE

OFTEN MERCHANDISE SPEAKS FOR ITSELF- - -

HAND THE ARTICLE TO THE CUSTOMER
AND GIVE YOUR REASON FOR SUGGESTING

GIVE YOUR REASON AHEAD OF THE SUGGESTION

"DO YOU LIKE TO TAKE PICTURES INDOORS?"

SELLING

LESSON PLAN #16

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

7.31 Describe substitute selling and situations where it may be used.
7.32 Give examples of methods to build goodwill in selling.

Resources:

1. Information Sheet 16.01 - Role Playing in Substitute Selling
2. Information Sheet 16.02 - Goodwill
3. Transparency Master 16.01 - Substitute Selling

Teacher Activities:

1. Distribute Information Sheets 16.01 - Role Playing in Substitute Selling and 16.02 Goodwill.

2. Show Transparency Master 16.01 - Substitute Selling and discuss with Information Sheet 16.01.

3. Discuss Information Sheet 16.02.

Student Activities: Discuss Information Sheets and Transparency Master.

Additional Activities:

1. *LAPS 23*, Competency 840.
2. *Retail Merchandising;* Wingate-Samson, Eighth Edition, South-Western Publishing Co. Read pp. 365-366.
3. *LAPS 58*, Competency 871.

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SELLING

INFORMATION SHEET 16.01

Role Playing in Substitute Selling

SITUATION: A customer shopping in the ladies' lingerie department asks to see a floor length gown by Olga in mint green. The store does not carry brand name merchandise--everything has the store's label. The merchandise carried comes in a variety of styles and price lines.

PROBLEM: How to handle the customer's request for a brand name gown not stocked by your department.

POSSIBLE ANSWERS: Responses given by the salesperson:

1. "We don't stock that brand of gowns anymore, we had trouble with their billing department."
2. "I'm sorry, we only handle our own brand of merchandise. You might try someplace else."
3. "We don't handle that brand but we do have a gown in our own brand that has the same features as the one you mentioned." Show the customer the substitute gown in the color requested and point out the similar features. Ask what size is needed.
4. (Make up your own.)

SALES RULES USED:

1. Get customers involved by letting them handle the merchandise even if it is not what they requested.
2. Be familiar with your competition's product so you can make favorable comparisons with your own product.
3. Never put down the customer's request for the product.
4. Treat the customer the same as you would someone buying several items. Don't leave him or her just because you are not sure of a sale.
5. Avoid the word "substitute."
6. Never apologize for your merchandise.

SELLING

INFORMATION SHEET 16.02

Goodwill

All retailers are interested in the opinions their customers have of their stores. The "good opinions" or "prestige" that a store has earned from its customers is called *goodwill*.

The following tend to create goodwill:

A. Appearance of store

B. Appearance of salespeople

C. Advertising

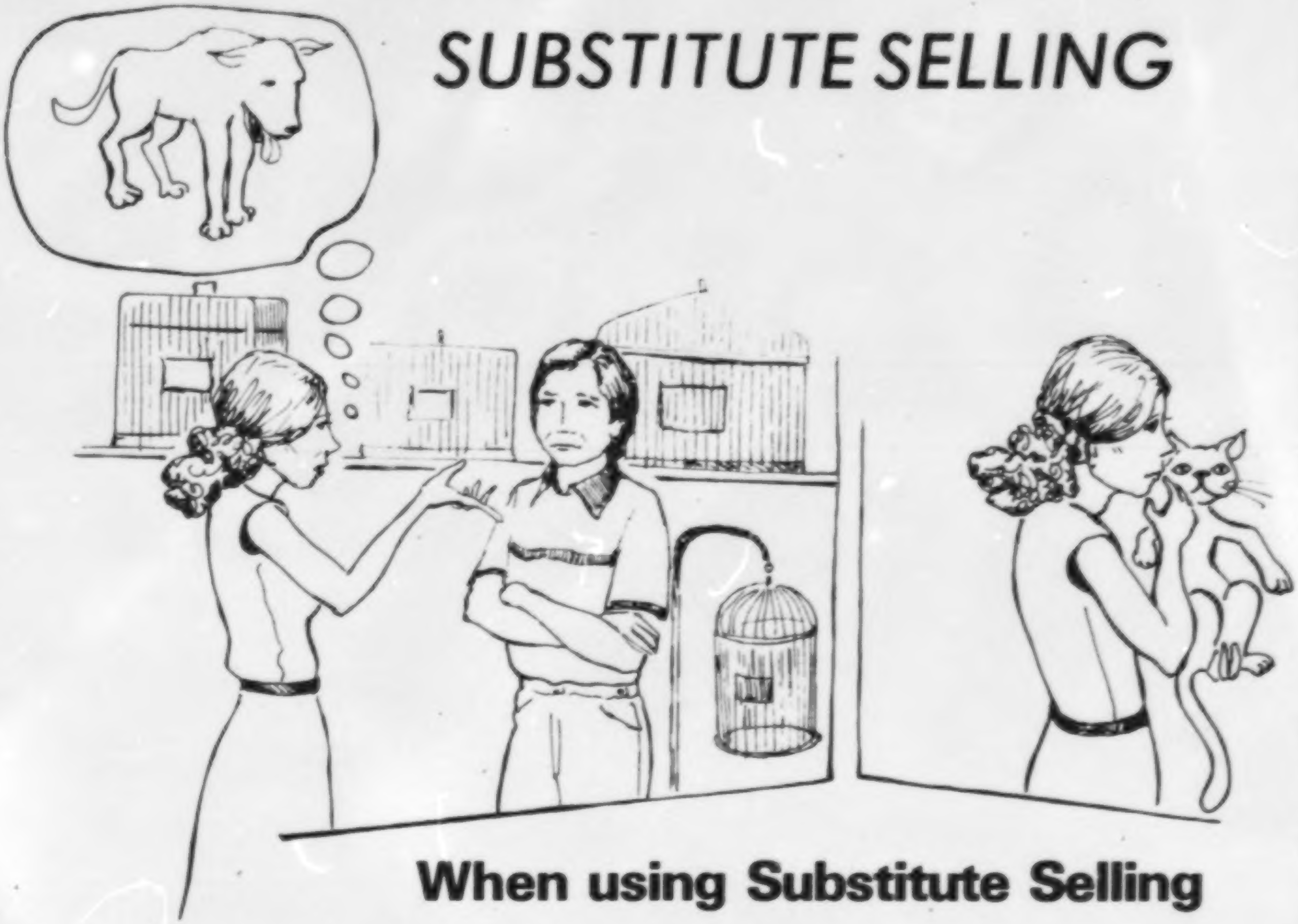
D. Customer satisfaction

E. Customer recommendations

Salespeople need to practice the above principles throughout the sale and in bidding the customer "good-day" in order to retain the goodwill they have created during the sale.

SELLING A PRODUCT OR BRAND OTHER THAN THAT WHICH THE CUSTOMER ASKS FOR IS CALLED

SUBSTITUTE SELLING



When using Substitute Selling

DON'T

"Talk Down" the article requested

Insult customer's judgement

DO

Suggest an item that will serve customer's needs and wants

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SELLING

LESSON PLAN #17

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

7.33 Identify career opportunities available within the sales field.

Resources:

1. Information Sheet 17.01 - USOE Codes
2. Information Sheet 17.02 - Dictionary of Occupational Titles
3. Assignment Sheet 17.01 - Field Interview - Sales Occupation
4. Assignment Sheet 17.02 - Sales-Oriented Occupations

Teacher Activities:

1. Distribute and discuss Information Sheets 17.01 - USOE Codes and 17.02 - Dictionary of Occupational Titles.

2. Distribute Assignment Sheets 17.01 - Field Interview - Sales Occupation and 17.02 - Sales-Oriented Occupations.

Student Activities:

1. Read and discuss Information Sheet 17.01.
2. Go through Information Sheet 17.02 and pick 10 occupations of interest.
3. Complete Assignment Sheets 17.01 and 17.02 by next class period.

Additional Activities:

1. Look up own occupation and an interesting occupation in the *Dictionary of Occupational Titles*.
2. *Fundamentals of Selling*, Wingate-Nolan. 9th Edition. Read pp. 46-60

INFORMATION SHEET 17.01

USOE Codes

Distributive Education includes various combinations of subject matter and learning experiences related to the performance of activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer or user. These activities include selling, and such sales supporting functions as buying, transporting, storing, promoting, financing, marketing research and management.

Distributive Education is comprised of programs of occupational instruction in the field of *distribution and marketing*. These programs are designed to prepare individuals to enter, or progress or improve competencies in, distributive occupations. Emphasis is on the development of attitudes, skills and understanding related to marketing, merchandising and management. Instruction is offered at the secondary, post-secondary, and adult education levels and is structured to meet the requirements for gainful employment and entrepreneurship at specified occupational levels. Distributive occupations are found in such areas of economic activity as retail and wholesale trade, finance, insurance, real estate, services and service trades, manufacturing, transportation, utilities and communications.

The Ad Hoc Committee for Distributive Education applied the following rationale to the selection of the items for placement in the Distributive Education area: 1) the items were determined by consensus of the committee that apply to Distributive Education in terms of recent vocational education legislation; 2) the items could be defined in brief form using only salient descriptive elements; and 3) the various items classified under Distributive Education were identifiable by titles which the *ad hoc* committee considered to be most appropriate to Distributive Education.

Opportunities to develop leadership, social and civic awareness, and increased understanding of the world of work in distribution and marketing are provided through the Distributive Education Clubs of America, the youth organization for distributive education pupils. As an integral part of the instructional program, pupils engage in activities that extend their interests, skills, and knowledges in selected aspects of distribution and marketing. Such organized activities under appropriate supervision, are referred to as cocurricular activities.

SELLING

INFORMATION SHEET 17.02

Dictionary of Occupational Titles

Code	Occupational Title (Vol.I)	Worker Trait Groups (Vol II) Page	Title
252.358-034	SALESMAN, TRADING STAMPS (bus. ser.)	488	Demon. & Sales Wk.
252.358-010	LEASEMAN (bus. ser.)	488	" " " "
253.358-010	SALESMAN, RADIO AND TELEVISION TIME (radio & tv broad.)	488	" " " "
258.258-010	SALESMAN, ART (bus. ser.)	488	" " " "
258.258-014	SALESMAN, SIGNS AND DISPLAYS (signs)	488	" " " "
258.358-010	SALESMAN, ADVERTISING (print. & pub.)	488	" " " "
258.358-018	SALESMAN, SIGNS (whole. tr.)	488	" " " "
185.158-010	FASHION COORDINATOR (ret. tr.)	484	Purch. & Sales Wk.
263.258.010	SALESPERSON, ORTHOPEDIC SHOES (ret. tr.)	488	Demon. & Sales Wk.
263.358-018	SALESMAN, FOOTWEAR (whole. tr.)	488	" " " "
263.358-022	SALESMAN, MEN'S AND BOYS' CLOTHING (whole. tr.)	488	" " " "
263.358-026	SALESMAN, UNIFORMS (ret. tr.; whole. tr.)	488	" " " "
263.358-030	SALESMAN, WOMEN's AND GIRLS' APPAREL (whole. tr.)	488	" " " "
263.358-034	SALESPERSON, CORESETS(ret. tr.)	488	" " " "
263.358-038	SALESPERSON, FASHION ACCESSORIES (ret. tr.)	488	" " " "
263.358-042	SALESPERSON, FURS (ret. tr.)	488	" " " "
263.358-046	SALESPERSON, MEN'S FURNISHINGS (ret. tr.)	488	" " " "
263.358-050	SALESPERSON, SHOES (ret. tr.)	488	" " " "
263.458-010	SALESPERSON, INFANTS' AND CHILDREN'S WEAR (ret. tr.)	488	" " " "
263.458-014	SALESPERSON, MEN'S AND BOYS' CLOTHING (ret. tr. whole. tr.)	488	" " " "
263.458-018	SALESPERSON, MILLINERY (ret. tr.)	488	" " " "
263.458.022	SALESPERSON, WOMEN'S GARMENTS (ret. tr.; whole. tr.)	488	" " " "
264.358-010	SALESMAN, LEATHER GOODS (whole. tr.)	488	" " " "
276.358-042	SALESMAN, TEXTILE DESIGNS (whole. tr.)	488	" " " "
281.358-034	SALESMAN, SHOE LEATHER AND FINDINGS (whole. tr.)	488	Demon. & Sales Wk.
283.358-010	SALESMAN, JEWELRY AND OPTICAL GOODS (whole. tr.)	488	" " " "
283.358-014	SALESPERSON, JEWELRY (ret. tr.)	488	" " " "

SELLING

		Worker Trait Groups (Vol. II)	
Code	Occupational Title (Vol. I)	Page	Title
163.158-010	SPARE-PARTS FIELD REPRESENTATIVE (whole. tr.)	484	Purch. & Sales Wk.
185.168-050	MANAGER, PARTS (ret. tr.; whole. tr.)	245	Manag. Wk.
185.168-066	SERVICE MANAGER (auto. ser.)	245	" "
187.168-142	MANAGER, STORAGE GARAGE (auto. ser.)	245	" "
187.168-154	MANAGER, VEHICLE LEASING AND RENTAL (auto. ser.)	245	" "
187.288-010	SERVICE-MANAGEMENT SPECIALIST (auto. mfg.)	383	Indust. Engr. & Rel. Wk.
191.168-018	SERVICE REPRESENTATIVE (auto. mfg.)	416	Investigat., Protect., & Rel. Wk.
280.358-014	SALESMAN, AUTOMOBILE (ret. tr.)	488	Demon. & Sales Wk.
280.358-018	SALESMAN, AUTOMOBILE PARTS (whole. tr.)	488	" " " "
280.358-026	SALESMAN, HOUSE TRAILERS (ret. tr.)	488	" " " "
280.358-034	SALESMAN, MOTOR VEHICLES AND SUPPLIES (whole. tr.)	488	" " " "
280.458-010	SALESPERSON, AUTOMOBILE ACCESSORIES (ret. tr.; whole. tr.)	488	" " " "
289.358-046	SALESPERSON, PARTS (ret. tr.; whole. tr.)	488	" " " "
162.158-018	BROKER-AND-MARKET OPERATOR, GRAIN (finan. Inst.; whole. tr.)	484	Purch. & Sales Wk.
251.258-010	SALESMAN, SECURITIES (finan. inst.)	488	Demon. & Sales Wk.
252.258-010	SALESMAN, FINANCIAL SERVICE (banking; finan. inst.)	488	" " " "
252.358-018	SALESMAN, FINANCIAL SERVICE (bus. ser.)	488	" " " "
252.358-022	SALESMAN, INVESTMENT AND TAX COUNSELING SERVICE (bus. ser.)	488	" " " "
260.458-010	SALESPERSON, FLOWERS (ret. tr.)	488	Demon. & Sales Wk.
289.358-010	SALESMAN, FLORIST SUPPLIES (whole. tr.)	488	" " " "
162.158-014	BROKER (ret. tr.; whole. tr.)	484	Purch. & Sales Wk.
162.158-074	COMMISSION MAN, LIVESTOCK (whole. tr.)	484	" " " "
261.158-010	COMMISSION MAN, AGRICULTURAL PRODUCTS (whole. tr.)	484	" " " "
261.258-010	SALESMAN, LIVESTOCK (whole. tr.)	488	Demon. & Sales Wk.
262.358-010	SALESMAN, FOOD PRODUCTS (whole. tr.)	488	" " " "
256.358-010	SALESMAN, FOOD-VENDING SERVICE (whole. tr.)	488	" " " "
275.358-010	SALESMAN, HOTEL AND RESTAURANT EQUIPMENT AND SUPPLIES (whole. tr.)	488	" " " "

SELLING

		Worker Trait Groups (Vol. II)	
Code	Occupational Title (Vol. I)	Page	Title
281.358-038	SALESMAN, VENDING AND COIN MACHINES (whole, tr.)	488	Demon. & Sales Wk.
162.158-050	BUYER (ret. tr.; whole. tr.) II	484	Purch. & Sales Wk.
162.158-030	BUYER, ASSISTANT (ret. tr.)	484	" " " "
263.458-026	SALESPERSON, YARD GOODS (ret. tr.)	488	Demon. & Sales Wk.
266.358-014	SALESPERSON, COSMETICS AND TOILETRIES (ret. tr.)	488	" " " "
274.358-026	SALESPERSON, CHINA AND GLASSWARE (ret. tr.; whole. tr.)	488	" " " "
283.458-010	SALESPERSON, SILVERWARE (ret. tr.)	488	" " " "
289.458-014	SALESPERSON, GENERAL (ret. tr.; whole. tr.)	488	" " " "
289.458-010	SALESPERSON, FLYING SQUAD (ret. tr.; whole. tr.)	488	" " " "
294.258-010	AUCTIONEER (ret. tr.; whole. tr.)	488	Demon. & Sales Wk.
296.358-010	PERSONAL SHOPPER (ret. tr.)	488	" " " "
299.358-010	BRIDAL CONSULTANT (ret. tr.)	488	" " " "
276.358-010	SALESMAN, BUILDING AND CONSTRUCTION EQUIPMENT AND SUPPLIES (whole. tr.)	488	" " " "
276.358-014	SALESMAN, CONSTRUCTION MACHINERY (whole. tr.)	488	" " " "
276.358-018	SALESMAN, HARDWARE SUPPLIES (whole. tr.)	488	" " " "
276.358-058	SALESPERSON, GENERAL HARDWARE (ret. tr.; whole. tr.)	488	" " " "
277.358-010	SALESMAN, CATTLE AND POULTRY FOOD SUPPLEMENTS (ret. tr.)	488	" " " "
277.358-014	SALESMAN, DAIRY SUPPLIES (whole. tr.)	488	" " " "
277.358-018	SALESMAN, FARM AND GARDEN EQUIPMENT AND SUPPLIES (whole. tr.)	488	" " " "
277.358-022	SALESMAN, POULTRY EQUIPMENT AND SUPPLIES (ret. tr.; whole. tr.)	488	" " " "
277.358-026	SALESMAN, TRACTOR AND FARM IMPLEMENTS (ret. tr.; whole. tr.)	488	" " " "
277.358-030	SALESPERSON, LAWN AND GARDEN EQUIPMENT AND SUPPLIES (ret. tr.; whole. tr.)	488	" " " "
162.158-114	SECOND-HAND FURNITURE DEALER (ret. tr.; whole. tr.)	484	Purch. & Sales Wk.
256.258-010	SALESMAN, UPHOLSTERY AND FURNITURE REPAIR (ret. tr.)	488	Demon. & Sales Wk.
274.358-010	FLOOR-COVERINGS ESTIMATOR (ret. tr.)	488	" " " "
252.158-010	SALESMAN, INDUSTRIAL RELATIONS (bus. ser.)	484	Purch. & Sales Wk.
252.358-014	SALESMAN, BUSINESS SERVICES (bus. ser.)	488	Demon. & Sales Wk.
258.358-014	SALESMAN, PRINTING (print & Pub.)	488	" " " "
259.358-022	SALESMAN, WEATHER FORECASTING SERVICE (bus. ser.)	488	" " " "

SELLING

		Worker Trait Groups (Vol. II)	
Code	Occupational Title (Vol. I)	Page	Title
263.358-010	SALESMAN, CANVAS PRODUCTS (whole. tr.)	488	Demon. & Sales Wk.
265.358-014	SALESMAN, PAPER & PAPER PRODUCTS (whole. tr.)	488	" " " "
265.358-018	SALESMAN, PRESSURE-SENSITIVE TAPE (whole. tr.)	488	" " " "
266.258-010	SALESMAN, CHEMICALS AND DRUGS (whole. tr.)	488	" " " "
268.358-010	SALESMAN, PLASTIC PRODUCTS (whole. tr.)	488	" " " "
270.258-010	SALESMAN, RUBBER GOODS (whole. tr.)	488	" " " "
271.358-010	SALESMAN, ABRASIVES (whole. tr.)	488	" " " "
273.258-010	SALESMAN, FOUNDRY AND MACHINE SHOP PRODUCTS (whole. tr.)	488	" " " "
273.358-010	SALESMAN, METALS (whole. tr.)	488	" " " "
273.358-014	SALESMAN, WIRE ROPE (whole. tr.)	488	" " " "
276.158-010	SALESMAN, MACHINERY (whole. tr.)	484	Purch. & Sales Wk.
276.358-022	SALESMAN, LUBRICATING EQUIPMENT (whole. tr.)	488	Demon. & Sales Wk.
276.358-034	SALESMAN, RADIOGRAPHIC INSPECTION SERVICES (whole. tr.)	488	" " " "
276.358-038	SALESMAN, SAFETY EQUIPMENT (whole. tr.)	488	" " " "
276.358.046	SALESMAN, TEXTILE MACHINERY (whole. tr.)	488	" " " "
276.358-050	SALESMAN, ULTRASONIC EQUIPMENT (whole. tr.)	488	" " " "
276.358-054	SALESMAN, WELDING EQUIPMENT (whole. tr.)	488	" " " "
278.258-014	SALESMAN, COMMUNICATION EQUIPMENT (whole. tr.)	488	" " " "
281.158-010	SALESMAN, PRINTING SUPPLIES (whole. tr.)	484	Purch. & Sales Wk.
281.358-014	SALESMAN, BOTTLES AND BOTTLING EQUIPMENT (whole. tr.)	488	Demon. & Sales Wk.
281.358-018	SALESMAN, CHURCH FURNITURE AND EQUIPMENT (ret. tr.; whole. tr.)	488	" " " "
281.358-022	SALESMAN, CORDAGE (whole. tr.)	488	" " " "
281.358-026	SALESMAN, OFFICE MACHINES (ret. tr.; whole. tr.)	488	" " " "
281.358-030	SALESMAN, SCHOOL EQUIPMENT AND SUPPLIES (whole. tr.)	488	" " " "
281.458-010	SALESMAN, COMMERCIAL EQUIPMENT AND SUPPLIES (ret. tr.; whole. tr.)	488	" " " "
282.258-010	SALESMAN, DENTAL AND MEDICAL EQUIPMENT AND SUPPLIES (whole. tr.)	488	" " " "
282.258-018	SALESPERSON, SURGICAL APPLIANCES (ret. tr.)	488	" " " "

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Code	Occupational Title (Vol. I)	Page	Worker Trait Groups (Vol. II) Title
282.258-014	SALESMAN, MEDICAL EQUIPMENT AND SUPPLIES (ret. tr.; whole. tr.)	488	Demon. & Sales Wk.
282.358-010	SALESMAN, VETERINARIAN SUPPLIES (whole. tr.)	488	" " " "
284.258-010	SALESMAN, PRECISION INSTRUMENTS (whole. tr.)	488	" " " "
284.358-010	SALESMAN, ENGINEERING SUPPLIES (whole. tr.)	488	" " " "
289.158-010	MANUFACTURER'S REPRESENTATIVE (whole. tr.)	484	Purch. & Sales Wk.
289.158-014	SALESMAN, CONTAINERS (whole. tr.)	484	" " " "
289.358-038	SALESMAN, RELIGIOUS SUPPLIES (whole. tr.)	488	Demon. & Sales Wk.
289.358-014	SALESMAN, GENERAL (ret. tr.; whole. tr.)	488	" " " "
250.358-018	MEMORIAL COUNSELOR (ret. tr.)	488	" " " "
250.358-026	SALESMAN, REAL ESTATE (real estate)	488	" " " "
250.358-022	SALES REPRESENTATIVE (motor trans.)	488	" " " "
143.858-010	CAMERA GIRL (amuse. & rec.)	493	Selling & Rel. Wk.
285.358-010	SALESPERSON, PHOTOGRAPHIC EQUIPMENT AND SUPPLIES (ret. tr.; whole. tr.)	438	Demon. & Sales Wk.
286.358-010	SALESMAN, AMUSEMENT AND SPORTING GOODS (whole. tr.)	438	" " " "
286.358-014	SALESMAN, HOBBIES AND CRAFTS (whole. tr.)	438	" " " "
286.358-018	SALESPERSON, SPORTING GOODS (ret. tr.; whole. tr.)	438	" " " "
287.358-010	SALESMAN, MUSICAL INSTRUMENTS AND ACCESSORIES (whole. tr.)	438	" " " "
287.358-014	SALESMAN, PIANO AND ORGAN (ret. tr.; whole. tr.)	438	" " " "
287.358-022	SALESPERSON, SHEET MUSIC (ret. tr.)	438	" " " "
289.358-030	SALESMAN, NOVELTIES (whole. tr.)	438	" " " "
289.358-034	SALESMAN, PUBLICATIONS (whole. tr.)	438	" " " "
289.358-042	SALESPERSON, BOOKS (ret. tr.)	488	Demon. & Sales Wk.
289.358-050	SALESPERSON, PETS AND PET SUPPLIES (ret. tr.)	488	" " " "
289.358-054	SALESPERSON, STAMPS OR COINS (ret. tr.; whole. tr.)	488	" " " "
293.358-022	SALESMAN, CLUB MEMBERSHIP (any ind.)	488	" " " "
255.258-010	TRAFFIC AGENT (motor trans.; r.r. trans.; water trans.)	488	" " " "
259.458-010	CRATING-AND-MOVING ESTIMATOR (motor trans.; r.r. trans.)	488	" " " "
276.358-026	SALESMAN, MATERIAL-HANDLING EQUIPMENT (whole. tr.)	488	" " " "
280.258-010	SALESMAN, AIRCRAFT (ret. tr.; whole. tr.)	488	" " " "

SELLING

Code	Occupational Title (Vol. I)	Page	Worker Trait Groups (Vol. II) Title
280.358-010	SALESMAN, AIRCRAFT EQUIPMENT AND PARTS (whole. tr.)	488	Demon. & Sales Wk.
280.358-022	SALESMAN, BOATS AND NAUTICAL EQUIPMENT (ret. tr.; whole. TR.)	488	" " " "
280.358-030	SALESMAN, MARINE SUPPLIES (ret. tr.; whole. tr.)	488	" " " "
280.358-038	SALESMAN, RAILROAD EQUIPMENT AND SUPPLIES (whole. tr.)	488	" " " "
289.358-022	SALESMAN, HOUSE-TO-HOUSE (ret. tr.)	488	" " " "
293.358-026	SOLICITOR (any ind.	488	" " " "
299.358-018	SALES CLOSER (ret. tr.)	488	" " " "
263.358-014	SALESMAN, DRESS TRIMMINGS (whole. tr.)	488	" " " "
267.358-010	SALESMAN, FUEL (whole. tr.)	488	" " " "
289.358-018	SALESMAN, GENERAL MERCHANDISE (whole. tr.)	488	" " " "
252.358-026	SALESMAN, PEST CONTROL SERVICE (bus. ser.)	488	" " " "
252.358-030	SALESMAN, PROTECTIVE SERVICE (bus. ser.)	488	" " " "
257.358-010	SALESMAN, PUBLIC UTILITIES (light, heat & power; tel. & tel.)	488	" " " "
259.358-014	SALESMAN, SOFT-WATER SERVICE (bus. ser.)	488	" " " "

Source: Dictionary of Occupational Titles

ASSIGNMENT SHEET 17.01

Field Interview - Sales Occupation

List ten sales occupations that you are interested in.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Take the one occupation you are most interested in and interview someone in the community who holds such a position.

Example Questions

--How did you first become interested in this position?

--When and how did you get this position?

--What training, education, etc. did you need or will need?

--What are the opportunities for advancement in this position?

--What do you like about the position? Dislike?

--List some of your duties in this position.

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LESSON PLAN #18

Time for Lesson: 55 minutes

Objective: The post-assessment is to provide a measurable learning experience for both the students and teacher.

Resources:

1. Post-assessment - Selling Outline
2. Post-assessment key

Teacher Activities:

1. Distribute post-assessment.

2. Collect post-assessment and discuss each question.

3. Explain unit evaluation to students; encourage thoughts on what product each student would like to use in his or her sales demonstration.

Student Activities:

1. Complete post-assessment.
2. Discuss post-assessment.
3. Participate in discussion of ideas of salable products for the sales demonstrations (Unit Evaluation).

SELLING

POST-ASSESSMENT

True or False: Place a "+" for true and a "o" for false.

____ 1. Taxes gained from the sale of goods or services are used to benefit society through the services provided by the government.

____ 2. The attractive appearance of a salesperson is directly related to the image a customer has of the retail establishment for which he or she works.

____ 3. Before we present a product to the customer, we must first have discovered his or her wants and needs for purchasing.

____ 4. Buying the materials to build a bookcase could satisfy the buying motives of "creation" and "order."

____ 5. Many consumers buy major appliances at Sears to satisfy partronage buying motives.

____ 6. "That sweater was imported from France," is an example of a service approach used by salespersons.

____ 7. Serviceability and price are hidden selling features of a product.

____ 8. The Sears catalogue is an example of using visual aids in selling.

____ 9. If a trial close fails, reminding the customer that the sale only lasts two more days is not permissible.

____10. One of the easiest things about selling is knowing when to attempt a trial close.

____11. Suggestive selling benefits only the customer in that he or she does not have to make a return trip to the store to purchase additional merchandise.

Multiple-Choice: Place the letter of the best answer in the blank provided at the left.

____ 1. An example of an ethical business practice would be:

a. collusion
b. refunding the price of a defective toaster
c. offer a competitor's top salesperson more money to quit his or her job and work for your company
d. discuss the poor workmanship of a tennis shoe that is a leading competitor of your store's own brand

____ 2. When a furniture salesperson is appealing to customers with rational buying motives, which word should he or she not use in describing a desk?

a. adaptable
b. economic
c. distinctive
d. available

____ 3. Examples of sources of product information would be:

a. customers' and personal experiences with the product
b. newspaper articles and magazine advertisements
c. public libraries and comparative shopping bureaus
d. all of the above

____ 4. One technique you should not use in "trading up" is:

a. determining customer needs
b. compare merchandise
c. explain similarities in the merchandise
d. explain one product is unfit to buy
e. explain additional features of one product

____ 5. Mrs. Van Orman is shopping for a raincoat. The most influential type of selling would be:

a. to agree with Mrs. Van Orman that since she is in a hurry it would be best if she tried on a coat after she charged it and took it home
b. to point out the excellent detailing on a London Fog coat in her size, have it packaged for her, and send her on her way
c. to help Mrs. Van Orman with trying the coat on

____ 6. Which of the following is not a customer buying signal?

a. telling the salesperson the color she or he would most like to have of a particular style
b. asking about possible delivery dates
c. choosing a particular shirt and separating it from a pile of similar shirts
d. inquiring about the care instructions of two different raincoats

____ 7. Goodwill in selling can be created through:

a. store appearance
b. customer satisfaction
c. customer recommendations
d. newspaper advertising
e. all of the above

Matching: Choose the appropriate word in the column on the left and put the corresponding letter in the blank on the right.

a. presentation
b. tact
c. CREST toothpaste
d. Schnuck's tooth cream
e. tolerance
f. "Good morning!"
g. reassurance
h. "It's too small."
i. "Do you picnic often?"
j. high pressure selling
k. "I was just looking."

____ 1. Respect the customers' beliefs and ideas that do not agree with a salesperson's own.

____ 2. What an employee says and does to avoid offending a customer.

____ 3. Demonstration of merchandise to emphasize its desirability.

____ 4. Complimenting the customer on his or her purchase, thanking him or her, and asking him or her to return to the store.

____ 5. An exciting, seldom-used approach on the sales floor.

____ 6. Brand name dentifrice.

____ 7. Private name dentifrice.

____ 8. The most common customer *excuse*.

____ 9. Technique to suggestively sell new plastic dinnerware that is specially priced.

Listing

1. List two apparent and two hidden selling features of Dannon's strawberry yogurt.

   1.   1.

   2.   2.

2. Describe four trial close techniques.

   1.

   2.

   3.

   4.

Short Answer: Write concise answers to the following.

1. Explain how an automobile salesperson benefits the consumer who buys their product, the automobile industry, and the economy through the business cycle.

2. Describe Mr. Applequist's psychological steps in buying a set of snow tires for his automobile.

3. It is now May and predictions are for a stifling summer ahead. As a salesperson in the lawn and garden department of Sears, explain why it would be beneficial to investigate the types of inflatable swimming pools sold in your department. What information should you learn?

4. "Listen, Question, Watch and Suggest." Construct a selling dialogue where the salesperson employs these verbs to discover a customer's needs in buying a baby blue sweater at Penney's.

5. Sally is shopping for a dress to wear to homecoming. She has tried on the *perfect* one, royal blue--her favorite color. Sally glances at the price tag and suddenly we hear her saying, "I guess it's not for me after all." As Sally's salesperson, how would you overcome her objection?

6. After pondering over the price of a three-piece suit for several minutes, Mr. George has decided to buy the pinstripe wool in charcoal gray. He is cautiously removing a charge card from his wallet so you can complete the sale. Would you utilize a suggestive selling technique in this case?

   If so, what would you suggest and how would you go about it?

SELLING

POST-ASSESSMENT KEY

True or False

1. +
2. +
3. +
4. +
5. +
6. +
7. o
8. +
9. o
10. o
11. o

Multiple-Choice

1. b
2. c
3. d
4. d
5. c
6. d
7. e

Matching

1. e
2. b
3. a
4. g
5. f
6. c
7. d
8. k
9. i

Listing

1. color
   size
   shape
   texture
   finish
   feel
   packaging
   pattern
   design
   weight
   price
   odor
   taste
   construction
   usability
   versatility
   brand name
   serviceability

2. 1. name spelling close
   2. preference close
   3. address verification
   4. focus attention close

SELLING

LESSON PLAN #19

Time for Lesson: Preparation for unit evaluation should be conducted outside of class. The time limit for each demonstration should be limited--total time will be dependent on class size.

Objective: To give the student an opportunity to demonstrate the ability to perform competently in a sales demonstration.

Resource: Unit evaluation rating sheet, DECA National Handbook Sales Rating Sheet.

Teacher Activities:

1. Distribute unit evaluation rating sheets, if desired; divide students to evaluate certain parts of the demonstrations.

2. Rate each demonstration.

3. Compile and average each student's score.

Student Activities:

1. Student is responsible for bringing salable product into class and preparing a thorough sales demonstration for it.
2. Evaluate classmates' demonstrations.

SELLING

UNIT EVALUATION INSTRUCTIONS

The evaluation will be an actual sales demonstration from the pre-approach through reassurance. The demonstration is to be done by each student in front of the class. The buyer in the demonstration should be an outsider (merchant). Each student will be given a rating sheet to do on each demonstration. (Students may be divided up to rate just part of the demonstration.) The buyer will also rate the student at the end of the demonstration.

The instrument itself is broken down into the steps of a sale and specific categories under each step. The rater is to give a point value for each step and then put a (+) Above Average, (✓) Average, (-) Below Average, or leave it blank if it did not apply in the specific categories.

The scores are to be compiled and an average for the student's ratings, the teacher rating and the buyer rating be used to determine the success or more work needed for the student.

EVALUATION SELLING

Poor	Fair	Good	Ex.	Points
0-1-2	3-4-5	6-7-8	9-10	

1. Pre-Approach

_____ Personal appearance

_____ Preparation of physical surrounding

Poor	Fair	Good	Ex.	Points
0-1-2	3-4-5	6-7-8	9-10	

2. Approach 10

Approach Successful?

_____ Customer approached promptly

_____ Timing of approach adequate

_____ Salesperson achieves goal in approach

_____ Approach suitable for situation

What Type of Approach did Salesperson Use?

_____ Greeting

_____ Service

_____ Merchandise

_____ Combination

Poor	Fair	Good	Ex.	Points
0-1	2	3	4-5	

3. Presentation 25

Feature Benefits?

_____ Determine and analyze customer's needs and wants

_____ Relate merchandise benefits to customer's needs

_____ Judge the customer's reactions

Poor	Fair	Good	Ex.	Points
0-1	2	3	4	

Anticipated Objections?

_____ Welcomed customer objections

_____ Created customer confidence

_____ Convinced customer he or she needed merchandise

_____ Convinced customer he or she could afford merchandise

_____ Convinced customer his or her selection was wise

Poor	Fair	Good	Ex.	Points
0-1	2	3	4	

Turned Objections into Selling Points?

_____ Used customer's objections to heighten interest

_____ Clarified objections

_____ Translate objections into reasons to buy

_____ Used objections to clinch a sale

_____ Used objections to establish customer confidence

Poor	Fair	Good	Ex.	Points
0-1-2	3-4-5	6-7-8	9-10	

5. Close 20

Recognize Buying Signals or Indicators?

Which indicator did he or she recognize?

_____ Facial expression

_____ Certain objections

_____ Indirect agreements with salesperson

_____ Actions or moves indicating interest

_____ Questions indicating interest

Poor	Fair	Good	Ex.	Points
0-1-2	3-4-5	6-7-8	9-10	

Stimulate a Buying Decision?

_____ Require customer to make small favorable decisions during sale

_____ Make effective use of buying decision stimulators

Which stimulators were used?

_____ Review selling points

_____ Contrast advantages and disadvantages

_____ Assuming a close

_____ Ask for order directly

_____ Narrowing the choice

_____ Offering a premium

_____ Suggesting ownership

Poor	Fair	Good	Ex.	Points
0-6	7-8-9	10-11-12	13-14	

6. Suggestion Selling 14

Make Use of Suggestion Selling?

_____ Salesperson satisfy customer's primary request

_____ Buying decision reached before attempting to suggest additional items

_____ Salesperson make positive suggestions (Not just "Is that all?" or "Anything else?")

_____ Suggest *definite* merchandise to go with customer's first purchase

_____ Suggest a substitute for an unavailable or undesired item

Poor	Fair	Good	Ex.	Points
0-1	2	3	4-5	

7. Payment Transaction Evaluation

Register Operation 5

_____ Ask customer if found everything

_____ Clear register

_____ Ring up item

_____ State amount of sale to customer

_____ Package purchase

_____ Thank customer

Poor	Fair	Good	Ex.	Points
0-1	2	3	4-5	

8. Receive Payment 5

A. Cash

_____ Lay on register counter

_____ Make appropriate change

a. Count to themselves
b. Count out to customer
c. Deposit money in drawer
d. Give sales ticket to customer

B. Check

_____ View check

a. Signature
b. Date
c. Amount
d. Payee
e. Home address, phone
f. Know bank
g. Bad check sheet

_____ Positive I.D.

_____ Stamp checks and place in register

C. Credit card
    _____ View card
    _____ Complete form
    _____ Package purchase
D. Layaway
    _____ Fill out card
    _____ Give customer ticket stub
    _____ Ring up amount
E. Return
    _____ Check sales receipt
    _____ Check merchandise
    _____ Fill out return slip
    _____ Give refund (optional)
    _____ File return slip in cash drawer